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ABSTRACT

This resource is intended to aid in the development of competency-based instructional materials for the business education program in Virginia. This resource is divided into four sections. Section I provides specific information concerning the nature of business occupations and references to sources listing places of employment, training, qualifications, employment outlook, working conditions, and salary. Section II contains information about the role of student organizations in vocational education and about the activities of the Future Business Leaders of America. Several sample classroom management and delivery systems are described in section III; these field-tested systems are intended to assist the teacher in using competency-based materials in the classroom. Section IV describes sample class and individual recording systems. Procedures for using the competency profiles and a bibliography are included. (KC)

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ED301651

Business Education

Service Area Resource

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1984

Review Draft

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CBE
COMPETENCY-BASED EDUCATION

Business Education

Service Area Resource

Developed by

Virginia Vocational Curriculum Center
Henrico County Public Schools,
Department of Vocational and Community Education

in cooperation with

Arlington County Public Schools and
Department of Business Education,
Virginia Polytechnic Institute and State University

1984

FOREWORD

In the next decade, businesses and industries in Virginia will require large numbers of skilled workers. Therefore, vocational education at the secondary and postsecondary levels will have the responsibility of preparing individuals for a variety of occupations.

Competency-based education (CBE) provides the preparation students need for entry into the Virginia work force. The CBE practice of recording competencies developed by students helps them to make a smooth transition between secondary and postsecondary programs when both levels of education are required for career training. In addition, CBE is effective in retraining workers who have been displaced because of changing technology.

This resource will assist teachers and administrators in developing instructional materials that meet the needs of students and industry and comply with the Virginia CBE standards for vocational and adult education.

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The development of this service area resource was accomplished through joint efforts of two project staffs, whose time and dedication deserve recognition:

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INTRODUCTION

This service area resource for Business Education has been developed as part of a statewide effort to implement competency-based education (CBE) in state vocational programs. The development of this resource and the total implementation effort are based on the 1978-79 Virginia State Plan for Vocational Education which contains the following objectives:

> By June 30, 1982, each school division shall have implemented competency-based instruction in approved vocational education programs based on V-TECS and IDECC catalogues, if available, or other competency-based materials as reported in the annual Local Evaluation Programs, and each community college shall have implemented competency-based instruction in at least one program based on V-TECS materials as reported by the Virginia Community College System.

Although 1982 is designated in the above objective, the date has been extended and full implementation of competency-based education now is planned for 1984.

In addition to this state plan objective and previous efforts by state educators to implement CBE, the Virginia Department of Education has adopted the following CBE standards and requirements for vocational programs:

Standard I. ROLE-RELEVANT COMPETENCIES ARE IDENTIFIED AND STATED.

Requires:
- A. A validated task/competency list for each vocational program
- B. A performance objective for each validated task/competency.

Standard II. COMPETENCIES ARE SPECIFIED TO STUDENTS PRIOR TO INSTRUCTION

Requires: A system for providing task/competency information to students prior to instruction.

Standard III. CRITERION-REFERENCED MEASURES ARE USED TO MEASURE ACHIEVEMENT OF COMPETENCIES

Requires:

A. A criterion-referenced measure for each validated task/competency

B. A testing and evaluation procedure which tests the performance objective and is criterion-based.

Standard IV. A SYSTEM EXISTS FOR DOCUMENTING THE COMPETENCIES ACHIEVED BY EACH STUDENT.

Requires: A system that has task/competency records/profiles for student achievement in each vocational program, course, or unit.

The materials in this service area resource are designed to be used in connection with the task analyses for specific courses in order to comply with the state CBE standards and requirements for vocational and adult programs.

PURPOSE

The primary purpose of this resource is to assist the teacher and curriculum specialist in developing instructional materials which are competency-based and meet CBE standards and requirements for vocational and adult programs. It may be used to update vocational programs currently being offered. The materials contained in this resource are designed for planning by instructional personnel rather than for direct use by the students.

ORGANIZATION

This resource is divided into the following sections:

I. Occupational Information

Specific information concerning the occupational nature of the work and references to sources listing place of employment, training, qualifications, employment outlook, working conditions, and salary are provided in this section. The information is useful for preparing instructional activities and for counseling students.

II. Student Organizations

Information about the role of student organizations in vocational education and about the specific activities of the Future Business Leaders of America (FBLA) is provided in Section II.

III. Classroom Management Systems

Several sample classroom management and delivery systems have been included in this section. The systems have been field-tested and are intended to assist the teacher in using competency-based materials in the classroom and laboratory/shop.

IV. Recording Systems

Recordkeeping systems have been developed to assist the teacher in documenting successful student achievement of competencies. This section contains sample classroom, permanent record, and recording systems.

A task analyses package is available for each course in the Business Education program. The package contains the following information:

Section 1. Task Inventory

This section contains a listing of validated task/competency statements for incumbent workers. Included are program and course titles, performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and materials related to the task. The task list is arranged by worker duty areas only. No attempt has been made to sequence the tasks in this section of the package.

Section 2. Programs and Courses

This section contains a description, task sequence list, and course outline for the specific course. Course information is preceded by a description of Business Education programs and program options which incorporate the course.

When the task analyses package is used in combination with the relevant occupational information in Section I and the material in Sections II, III, and IV of the service area resource, a complete instructional resource guide is available for implementing competency-based education in the given course.

HOW TO USE THE SERVICE AREA RESOURCE AND TASK ANALYSES

This resource, when supplemented by separate task analyses, provides the occupational and related information needed to implement CBE programs in a systematic manner.

The following steps should be followed when using these materials to implement CBE in a vocational program or course:

Using the Resource

1. Review occupational information. Section I contains detailed information concerning the occupational domain, which may be used to give students a general overview of the career opportunities in the field of business or office occupations. When setting up a specific program or course, study the guide application chart located on the inside front cover of the separate instructional resource guide to determine whether the guide includes the occupational titles and courses appropriate for the local setting. Extract the needed occupational information from Section I.

Using the Separate Task Analyses Package

2. Review tasks. Review the task inventory in Section 1 to determine whether all task/competencies are included for the region or locality in which the program or course is offered. If additional task/competencies are required for the program/course, include them in the instructional program.

3. Review outlines and sequence competencies. In Section 2, review the task sequence listing and content outline referenced to the task inventory in Section 1. Revise the course outlines if additional task/competencies have been identified or if the sequencing needs to be changed.

4. Develop criterion-referenced measures. Construct criterion-referenced tests and assessment materials, using the criterion-referenced measures provided on the task analysis sheets in Section 1; contruct criterion-referenced measures and tests for all additional competencies identified by the teacher.

5. Develop instructional materials. Develop or select instructional materials such as student handouts, learning packages, modules, or lab exercise sheets. Review instructional materials currently being used to determine compatibility with the competencies identified for the program/course. Resources for the suggested learning activities are included on the task inventory sheets in Section 1.

Using the Resource

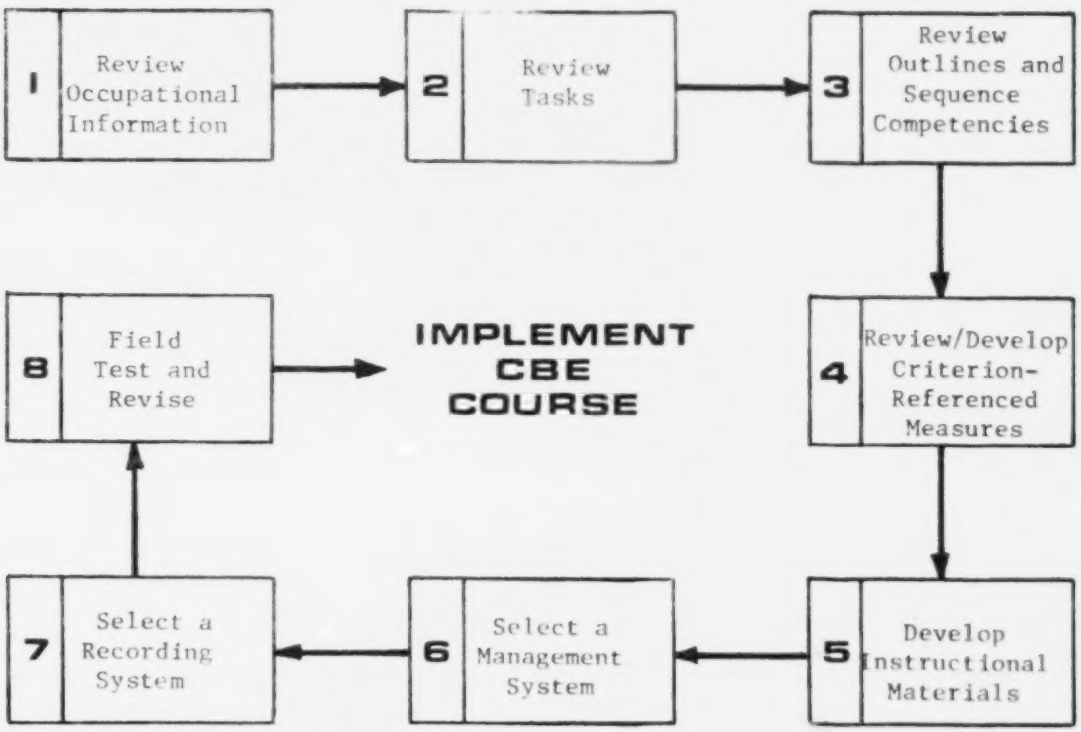
6. Select a management system. Select a classroom management or delivery system from Section III. Modification may be necessary to meet individual requirements. Information on the Future Business Leaders of America student organization is contained in Section II for ease of integration into classroom activities.

7. Select a recording system. Design or select a student recording system from Section IV. The decision to select a particular recording system will depend on program requirements and local administrative procedures. A variety of sample system designs has been included in this resource.

Field Testing

8. Field test and revise instructional materials. This is the final step prior to the implementation of CBE in a vocational program.

The use of the service area resource and the specific task analyses for implementing CBE in a vocational program or course is illustrated by the following diagram:



TERMINOLOGY

ARTICULATION: A planned process within an educational system that coordinates instructional programs, enabling students to move from one instructional level to another or from one institution to another at the same instructional level without unnecessary duplication or gaps in the instructional program.

CHECKLIST: A list of activities or behaviors that are checked by a student, teacher, or observer as being completed during a particular observation session; frequently used to assess student performance in the psychomotor and affective domains of learning.

COMPETENCY: Demonstrated ability (including knowledge, skills, or attitudes) to perform a specific task successfully in order to meet a specified standard.

COMPETENCY-BASED EDUCATION (CBE): Educational programs in which required knowledge, skills, and attitudes are based on role-relevant competencies.

COMPETENCY-BASED EDUCATION STANDARDS: Standards for CBE in Virginia: (1) role-relevant competencies are identified and stated; (2) competencies are specified to students prior to instruction; (3) criterion-referenced measures are used to assess achievement of competencies; and (4) a system exists for documenting the competencies achieved by each student.

COMPETENCY RECORD/PROFILE: A document that provides specific information concerning student achievement of competencies in CBE courses or programs, including the following information: student name, program title, listing of all terminal competencies, enabling competencies (if required), rating scale, and method for authenticating the record.

CONCEPT/CONTENT AREA: A distinct group of tasks which are related to each other by the nature of the activity to be performed.

CRITERION (criteria): The standard(s) required for a student to reach mastery of an objective.

CRITERION-REFERENCED MEASURE (CRM): A test, test item, or a statement which describes how a student will be tested and/or evaluated. The CRM is based on the task/competency standard or criterion, as illustrated in the following examples:

Psychomotor

Take dictation from previewed, unpracticed material for 10 minutes at 80 wpm.

Cognitive

Identify nine out of ten terms related to payroll computations on a written test.

Affective

Exhibit positive attitudes in the vocational classroom and laboratory. Attitudes will be evaluated by the Program Attitude Checklist.

CRITERION-REFERENCED TESTING: A process of testing which yields measurements that are directly interpretable in terms of specified performance standards. An individual's performance is compared to a criterion, the criterion being the work of performance standard. Therefore, criterion-referenced testing is based on absolute standards stemming from the competency rather than relative standards such as class standing (also called criterion-referenced evaluation, objective-referenced testing, proficiency testing, or a domain-referenced testing).

CURRICULUM: Objectives, content, and learning activities arranged in a learning sequence for a particular instructional area. An orderly arrangement of integrated topics, activities, and experiences which students pursue for the attainment of a specified educational goal.

DUTY AREA: A major segment of the work involved in an occupation; composed of a group of tasks which are related to each other by the nature of the work to be performed.

ENABLING OBJECTIVE: A sub-goal that identifies one thing a learner must be able to know or to do to perform the performance objective.

ENTRY-LEVEL SKILLS: The set of competencies required of a beginning worker in an occupation for immediate productivity upon entering that occupation.

JOB/OCCUPATION: The composite of duties and tasks performed regularly in one's trade, occupation, or profession.

INSTRUCTIONAL ACTIVITIES: Educational activities completed by the students to learn specific competencies (also called learning strategies).

INSTRUCTIONAL RESOURCE GUIDE: One or more documents including detailed information for developing competency-based courses and programs. The guide(s) include information concerning the occupational or program domain, task list, performance and enabling objectives, criterion-referenced measures, learning activities, tools/materials, references, program and course descriptions, course content outlines, classroom management systems, student recording systems, and additional resources.

OCCUPATIONAL DOMAIN: A group or listing of occupations within a vocational area that share common experiences, knowledge, and skill requirements, such as manufacturing occupations and construction occupations.

PERFORMANCE: A clear statement of what the learner will be able to do after mastery status has been achieved.

PERFORMANCE OBJECTIVE: A statement in precise measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below;

a. Condition--The performance situation confronting the learner is clearly specified. This specification includes equipment provided or withheld and environmental constraints such as temperature and space.

b. Performance--The specific behavior expected of the learner is stated.

c. Standard (criterion)--The degree of acceptable performance is specified. This may be quantitative, qualitative, or both. If quantitative, 100% proficiency is assumed unless otherwise stated. In the standard, ". . . identify errors in a business letter," it is assumed that all errors must be identified, compared to, "locate 10 of 12 errors in a business letter." If qualitative, the standard is explicitly stated, e.g., ". . . type 500-word manuscript within 10 minutes with a maximum of 3 errors."

STANDARD: That part of a performance objective or criterion-referenced measure which describes how well or to what proficiency level a task must be performed (also called performance level, criterion, or work standard).

TASK: A unit of work activity or operation that constitutes a logical and necessary step in the performance of a duty. For example:

Job/Occupation	Duty	Task
Secretary	Performing computational clerical activities	Complete monthly statements for customers from invoices

TASK ANALYSIS: An organized method for identifying roles, responsibilities, and jobs performed by workers in an occupation or for identifying content in nonoccupational courses. Task analysis is used in CBE to establish instructional content and scope.

TASK LIST: A list of tasks performed by workers in an occupational domain (also called job inventory) or what is required to be taught in a nonoccupational course (industrial arts, general business, exploratory, etc.).

VALIDATION: A procedure used to determine and verify if tasks/competencies identified for a vocational program are valid.

The previously outlined CBE implementation procedure may be modified to meet local program requirements and needs. It is important to realize that these materials represent only one resource and that additional materials may be necessary to meet the employment requirements of industry. Further information concerning the implementation of CBE is provided in Guide for Implementing Competency-Based Education in Vocational Programs, Virginia Department of Education.[1]

This service area resource will be revised periodically to provide updated information on programs, courses, and new technology, in order to assist Business Education teachers and counselors in their efforts to aid students in making career decisions.

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[1]Ralph A. Horne, Guide for Implementing Competency-Based Education in Vocational Programs, Field Review Draft (Richmond: Virginia Department of Education, 1981).

SECTION I.

OCCUPATIONAL INFORMATION

This section, consisting of two parts, provides information for teachers and counselors to use when presenting career information to students. First, descriptions of tasks performed by workers in selected nationally researched jobs in office occupations have been compiled from the Dictionary of Occupational Titles[2] (DOT). Second, user information on the Virginia VIEW Microfiche Deck, which concentrates its career information on those jobs most in demand in Virginia, is described.

It may be helpful to duplicate occupational information for students to use in making comparisons within a selected field of study. This material may be useful also in preparatory courses to aid in course selection and goal setting.

USING DOT PAGES TO OBTAIN OCCUPATIONAL INFORMATION

Occupational information gathered from the DOT is organized to conform to the Program of Studies for Business Education[3] and is divided into four clusters: Accounting and Computing Occupations; Business Data Processing Occupations; General Office and Administrative Support Occupations; and Secretarial, Word Processing, and Administrative Support Occupations. In cases where specific job titles overlap from one cluster to another (for example, microcomputer operator or receptionist), they are placed in one cluster only.

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[2]U.S. Department of Labor, Employment and Training Administration, Dictionary of Occupational Titles (4th ed.; Washington, D.C.: U.S. Government Printing Office, 1977).

[3]Division of Vocational Program Services, Program of Studies for Business Education (Richmond: Department of Education, Commonwealth of Virginia, 1982.

The divider page at the front of each cluster lists occupations discussed within. In addition to DOT titles, alternate job titles more commonly used in the field are referenced for the convenience of students seeking information. Each specific job title, such as Data Typist or Legal Secretary, is presented on a separate page.

Career information can be studied for comparisons of such factors as earnings, training needed, and occupational growth, and the Occupational Outlook Handbook[4] is an example of a resource providing this type of information. Categories of occupational information available in this and similar resources may be identified as follows:

PLACES OF EMPLOYMENT: Includes the number of workers in a given occupation; a listing of the places with a description of numbers (most, many, some) of the places of employment; the areas of concentration, geographically or industrially; and the number of self-employed persons.

WORKING CONDITIONS: Lists the conditions common to different occupations, overtime work, environment, hazards, and outdoor/indoor occupations.

PREPARATION/TRAINING: Identifies the types of training required or preferred and where such training is available. (Note: Entry-level jobs are most often found in office and service clusters, but some are found in sales, mechanical, and industrial clusters. The level at which a person enters an occupation and the speed at which the person advances frequently are determined by the amount of training completed by the individual.)

OTHER QUALIFICATIONS: Includes physical requirements, personality traits, aptitudes, and attitudes.

ADVANCEMENT: Summarizes the possibilities that exist with and without additional training; career ladder progression (programmers to systems analysts); patterns of movement from one occupation to another, if available; occupations which require little or no previous work experience; opportunities to transfer to other work of a similar nature; and licensing or certification requirements. (Note: Occupational skills gained in one job can make the worker more employable in another--perhaps a job that is more desirable in terms of earnings, working conditions, or scope for self-expression.)

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[4]U.S., Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook (1980-81 ed.; Washington: U.S. Government Printing Office, 1980).

WORKER FUNCTIONS/RELATIONSHIPS: Refers to the middle three digits in the DOT Code, which rate the worker functions entailed in the particular job. (Note: The higher the number assigned, the less complex the function; conversely, the lower the number assigned, the more complex the level of responsibility and judgment required.)

SPECIALIZED TITLES: Refers to those that require similar aptitudes, interests, and education or training; for example, occupations related to computer operating personnel include secretaries, transcribing machine operators, typists, printing typesetters and compositors, and file clerks.

RELATED OCCUPATIONS: Refers to those that require similar aptitudes, interests, and education or training; for example, occupations related to computer operating personnel include the specialized titles noted above.

NATURE OF THE WORK: Describes the major duties of workers in the occupation or industry; what the workers do on the job; what tools and equipment they use; and how they do their work.

a. Lead Statement--Summarizes the entire occupation; the first sentence following the industry designation and alternate titles, if any.

b. Task Element Statements--Indicates the specific tasks the worker performs to accomplish the overall job purpose described in the lead statement.

c. May Items--Describes the duties required of workers in some establishments but not in others. (Note: The lead statements and the task element statements are included in this presentation.)

EMPLOYMENT OUTLOOK: Presents data as follows:

PROJECTED 1978-90 CHANGE IN EMPLOYMENT REQUIREMENTS

____ Much faster than average	50.0 percent or more
____ Faster than average	25.0 to 49.9 percent
____ About as fast as average	15.0 to 24.9 percent
____ More slowly than average	5.0 to 14.9 percent
____ Little change	4.9 to -4.9 percent
____ Decline	-5.0 percent or more

Openings due to: ____ Annual replacements
____ Growth of industry

EARNINGS: Includes items such as salary/wages, overtime, night shift, irregular hours, tips, and differences in earnings within given occupations. (Note: Generally, earnings are compared to the average earnings of workers in private industry who are not supervisors and not in farming. This group represented about 60 percent of all workers in 1978. Salaries may vary according to geographic location, type of industry, and type of work performed.)

BENEFITS: Contains an overall listing of benefits available; however, advantages not listed also may be available.

Occupational information is presented on the following pages in relation to the categories described. For further information, write:

Executive Director of VOICC
(Virginia Occupational Information Coordinating Committee)
Virginia Employment Commission
P. O. Box 1358
Richmond, Virginia 23211

OFFICE OCCUPATIONS

Office workers perform a wide range of tasks that are needed to keep business and other organizations running on a day-to-day basis. For example, secretaries and typists keep records and maintain files, type, and operate office machines. Professional and technical employees give legal advice, prepare and analyze financial reports, design computer systems, and arrange bank loans.

Opportunities in office work exist for people with many different educational backgrounds. Some jobs can be entered with a high school education; many others, however, require at least a college degree.

Office work also involves a wide variety of skills. Many professionals, for example, need problem-solving ability to analyze data and help determine company policy. Office workers must pay close attention to detail in order to maintain accurate records. Besides the technical skills required to do their jobs, all office workers need good judgment and the ability to communicate their ideas to others.

Accounting and Computing Occupations

Entry-Level Occupations

Account Information Clerk 19
Accounting Clerk 21
Adding Machine Operator 22
Audit Clerk 23
Balance Clerk 24
Billing Machine Operator 25
Bookkeeper I 26
Bookkeeper II 27
Calculating Machine Operator 28
Cashier I 29
Payroll Clerk 30
Teller 31

Advanced-Level Occupations

Accountant 32
Audit Clerks Supervisor 33
Auditor 34
Credit Manager, Credit Card Operations . 35
Tax Accountant 37

ACCOUNT-INFORMATION CLERK
(Customer Account Specialist)
(Customer Information Clerk)
DOT 210 367 010

KEEPS / COMPILES accounting records and information requested by customers and others pertaining to customer accounts:

KEEPS / PREPARES / REGISTERING / SHOWING records and reports, such as those use of gas or electric power, results of investigations and amounts recovered or lost.

PREPARES / ENTERS lists and charges and payments to customers' accounts for losses, additional deposits, special and irregular charges.

KEEPS records of overpayments on customer accounts.

APPLIES overpayments to charges on customers' accounts or

PREPARES voucher for refund.

INVESTIGATES incorrect billings due to charges or credits on customers' accounts and

PREPARES written instructions for correction.

REVIEWS / PREPARES accounts not billed and bill from available information.

ENTERS information in books which was received too late for billing, such as meter test reports and missed meter readings.

PREPARES / INCORPORATING lists of special billing instructions, charges shown on customer's account.

PROCESSES final bills that exceed amount of deposit to

ENTER amount of net bill.

PREPARES / AND / MAILS duplicate bills as requested.

INTERVIEWS customers and others in person or by telephone to

ANSWER inquiries and complaints pertaining to bills, customer deposits, and accounts.

(Continued)

ACCOUNT-INFORMATION CLERK
(Customer Account Specialist)
(Customer Information Clerk)
DOT 210 367 010

KEEPS
LISTS
AND
ENTERS
records of meter readings,

CHECKS vouchers.

INVESTIGATES
AND
PREPARES
AND
MAILS
incorrect billings
duplicate billings.

ANSWERS inquiries and complaints pertaining to bills, customer deposits, and accounts.

ACCOUNTING CLERK
(Accounting Assistant)
DOT 216 482 010

PERFORMS, CALCULATING, POSTING, AND, VERIFYING, OBTAIN, MAINTAINING — any combination of routine duties to obtain primary financial data for use in accounting records:

- **POSTS** details of business transactions, such as allotments, disbursements, deductions from payrolls, pay and expense vouchers, remittances paid and due, checks, and claims.
- **TOTALS** accounts, **USING** adding machine.
- **COMPUTES AND RECORDS** interest charges, refunds, cost of lost or damaged goods, freight or express charges, rentals, and similar items.

ADDING MACHINE OPERATOR

DOT 216 482 014

COMPUTES details of business transactions,
USING knowledge of arithmetic and electrically powered or lever-operated adding machine that automatically performs addition and subtraction and records results on paper tape.

POSTS figures from tape onto records or reports.

AUDIT CLERK

DOT 210 382 010

VERIFIES accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers:

EXAMINES expense accounts, commissions paid to employees, loans made on insurance policies, interest and account payments, cash receipts, sales tickets, bank records, inventory and stock-record sheets, and similar items to
VERIFY accuracy of recorded data.

CORRECTS errors or
LISTS discrepancies for adjustment.

COMPUTES percentages and totals,
USING adding or calculating machines and
COMPARES results with recorded entries.

BALANCE CLERK
(Customer Account Specialist)

DOT 215 382 018

CALCULATES
VERIFIES
AND
COMPARES **balances of one record book with prior balances of same or other record books:**

ADDS debit and credit items on ledger and journal sheets,
USING adding machine.

COMPARES totals and
SUBTRACTS to
OBTAIN balance.

EXAMINES individual items for errors in computation or transposition of numerals.

CORRECTS errors or
LISTS those to be corrected.

[redacted]

BILLING-MACHINE OPERATOR

DOT 214 482 010

[redacted] billing machines with or without computing devices to bills, statements, and invoices to be sent to customers, amounts customers owe:

[redacted] blank billing sheets in machine and carriage.

[redacted] data from office records, such as customer's name, address, and items purchased or services rendered.

[redacted] totals, net amounts, and discounts by addition, subtraction, and multiplication, computations.

BOOKKEEPER I
(Accounts Payable Specialist)
(Accounts Receivable Specialist)
DOT 210 382 014

KEEPS complete set of records of financial transactions of establishment:

VERIFIES AND ENTERS details of transactions as they occur or in chronological order in account and cash journals from items such as sales slips, invoices, check stubs, inventory records, and requisitions.

SUMMARIZES USING TRANSFERS details on separate ledgers, adding or calculating machine, and data to general ledger.

BALANCES COMPILES SHOW books and reports to statistics, such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and other items pertinent to operation of business.

CALCULATES PREPARES WITHDRAWS employee wages from plant records or timecards checks or cash from bank for payment of wages.

BOOKKEEPER II
(Accounts Payable Specialist)
(Accounts Receivable Specialist)
DOT 210 **382** 018

KEEPS one section of financial records,
PERFORMING duties as described under Bookkeeper I.

CALCULATING MACHINE OPERATOR

DOT 216 482 022

COMPUTES
AND
RECORDS
USING
USING

statistical, accounting, and other numerical data, knowledge of mathematics and machine that automatically performs mathematical processes, such as addition, subtraction, multiplication, division, and extraction of roots:

PRESSES keys and
MOVES levers to
FEED data into machine.

POSTS totals to records, such as inventories and summary sheets.

CASHIER I

DOT 211 362 010

[redacted] any combination of following duties to
[redacted] funds from customers and employees, to
[redacted] funds and to
[redacted] monetary transactions in a business establishment or place of public accommodation:

[redacted] cash or checks from customers and employees in person or by mail.

[redacted] credit-card charge transactions for customers
[redacted] charge plate.

[redacted] money to
[redacted] amounts and
[redacted] receipts for funds received.

[redacted] change and
[redacted] checks.

[redacted] totals on cash register with amount of currency in register to
[redacted] balances.

[redacted] checks and
[redacted]
[redacted]
[redacted] cash and checks for bank deposit.

[redacted] bank deposit slips.

[redacted] cash from bank accounts and
[redacted] custody of cash fund.

[redacted] cash and
[redacted] vouchers and checks in payment of company expenditures.

[redacted] data to accounts and
[redacted] receipts and disbursements.

[redacted] collection, disbursement, and bank-reconciliation reports.

[redacted] office machines, such as typewriter, calculating, bookkeeping, and check-writing machines.

PAYROLL CLERK
(Payroll Specialist)
DOT 215 482 010

COMPUTES
POSTS
USING wages and wage data to payroll records, calculator:

OPERATES
COMPUTE
AND
RECORD
SUBTRACTING posting machine to compute earnings from timesheet and work tickets, deductions, such as income-tax withholdings, social security payments, union dues, insurance, credit union payments, and bond purchases.

ENTERS net wages on earning record card, check, check stub, and payroll sheet.

TELLER

DOT 211 362 018

RECEIVES
AND
PAYS OUT
KEEPS money and records of money and negotiable instruments involved in various banking and other financial transactions,

PERFORMING any combination of following tasks:

RECEIVES checks and cash for deposit,
VERIFIES amounts, and
EXAMINES checks for endorsements.

ENTERS deposits in depositors' passbooks or
ISSUES receipts.

CASHES checks and
PAYS OUT money upon verification of signatures and customer balances.

PLACES holds on accounts for uncollected funds.

ORDERS supply of cash to
MEET daily needs,
COUNTS incoming cash, and
PREPARES cash for shipment.

ACCOUNTANT

DOT 160 167 010

DIRECTS
AND
COORDINATES
APPLIES
DEVISE
AND
IMPLEMENT

activities of workers engaged in general accounting, or principles of accounting to

system for general accounting:

DIRECTS
AND
COORDINATES
KEEPING
PERFORMING
RECORDING

activities of workers engaged in accounts and records or such bookkeeping activities as disbursement, expense and tax payments.

PREPARES
REFLECT

individual, division, or consolidated balance sheet to company's assets, liabilities, and capital.

PREPARES

profit and loss statements for specified accounting period.

AUDITS
PREPARES
SUBSTANTIATE

contracts, orders, and vouchers, and reports to individual transactions prior to settlement.

AUDIT CLERKS SUPERVISOR

DOT 210 132 010

SUPERVISES
AND
COORDINATES activities of workers engaged in
EXAMINING bookkeeping and accounting entries of other workers or computer-rejected items,
COMPUTING to
RECONCILE errors, and
RECORDING corrections.

PERFORMS duties as described under Supervisor.

AUDITOR

DOT 160 **162** 014

EXAMINES
AND
ANALYZES
PREPARES
accounting records of establishment and reports concerning its financial status and operating procedures:

REVIEWS data regarding material assets, net worth, liabilities, capital stock, surplus, income, and expenditures.

INSPECTS
DETERMINE
RECORDING
items in books of original entry to if proper procedures in transactions were followed.

COUNTS
INSPECTS
cash on hand, notes receivable and payable, negotiable securities, and cancelled checks.

VERIFIES journal and ledger entries of cash and check payments, purchases, expenses, and trial balances by

EXAMINING
AND
AUTHENTICATING
inventory items.

REPORTS to management concerning scope of audit, financial conditions found, and source and application of funds.

CREDIT CARD OPERATIONS MANAGER

DOT 186 **167** 022

DIRECTS AND OORDINATES credit card operations for bank, commercial concern, or credit card company:

DEVELOPS AND ESTABLISHES procedures for
VERIFYING data on application form, such as applicant or company bank references, established credit rating, and personal data, to
ASCERTAIN if applicant meets criteria for credit.

REVIEWS documentation and recommendations on applications prepared by staff to
DETERMINE credit validity and
APPROVES issuance to applicants meeting criteria.

ESTABLISHES maximum credit ceiling from data for each account.

ANALYZES computer printouts, collections, and reports to
DETERMINE status of collection balances outstanding, and to
EVALUATE effectiveness in current delinquency collection policies and procedures.

CONFERS with administrative personnel relative to delinquency trends, and to
RECOMMEND AND ASSIST in formulating changes in policy and procedures designed to
PROVIDE for increased operational controls.

COMPILES AND ANALYZES statistical data on fraudulent use of credit cards, such as numbe- of cards lost or stolen, percentage of cards recovered, and losses incurred from use of cards, to
DEVELOP DETER OR PREVENT procedures designed to illegal use of credit cards.

(continued)

CREDIT CARD OPERATIONS MANAGER
(Continued from preceding page)

CONDUCTS supervisory staff meetings to
ASSIGN credit applications for verification, delinquent accounts for collection, fraud cases for investigation and possible legal action, and to
OBTAIN progress reports on activities.

AUDITS delinquent accounts considered to be uncollectible to
ENSURE maximum efforts and alternate recovery resources have been taken before assigning account bad debt status.

ENSURES that prescribed actions on credit cards reported stolen are taken, such as alert coding of client's account and
ISSUING of warning bulletins to establishments honoring use of card, to minimize losses, prevent further use of card, and to
ASSIST in apprehension of user and in recovering card.

DIRECTS removal of charges in excess of client's liability from account.

COORDINATES credit card operations with activities of central collection department, company branches, and other credit card companies to
EXCHANGE information and
UPDATE credit card controls.

[redacted]

DOT 160 **162** 010

PREPARES federal, state, or local tax returns of individual, business establishment, or other organization:

EXAMINES RECORDS AND COMPUTES accounts and tax returns according to prescribed rates, laws, and regulations.

ADVISES management regarding effects of business, internal programs and activities, and other transactions upon taxes and

REPRESENTS principal before various governmental taxing bodies.

Business Data Processing Occupations

Entry-Level Occupations

Computer Operator 41
Computer-Peripheral Equipment Operator 42
Data-Coder Operator 43
Data Processing Control Clerk I 44
Data Typist 45
Terminal Operator 46

Advanced-Level Occupations

Business Programmer 47
Computer Operations Supervisor 49
Systems Analyst 51

Cluster Two

COMPUTER OPERATOR

DOT 213 362 010

MONITORS
CONTROLS electronic computer to process business, scientific, engineering, or other data, according to operating instructions:

SETS control switches on computer and peripheral equipment, such as external memory, data communicating, synchronizing, input, and output recording or display devices, to

INTEGRATE AND OPERATE equipment according to program, routines, subroutines, and data requirements specified in written operating instructions.

SELECTS AND LOADS input and output units with materials, such as tapes or punchcards and printout forms, for operating runs or

OVERSEES operators of peripheral equipment who perform these functions.

MOVES switches to clear system and START operation of equipment.

OBSERVES machines and control panel on computer console for error lights, verification printouts and error messages, and machine stoppage or faulty output.

TYPES alternate commands into computer console, according to predetermined instructions, to CORRECT error or failure and resume operations.

NOTIFIES supervisor of errors or equipment stoppage.

CLEARS unit at end of operating run and REVIEWS schedule to determine next assignment.

RECORDS operating and down time.

WIRES control panels of peripheral equipment.

COMPUTER PERIPHERAL EQUIPMENT OPERATOR

DOT 213 382 010

UNLOADS
AND
LABELS card or tape input and output and
PLACES them in storage or
ROUTES them to library.

SEPARATES
AND
SORTS printed output forms,
USING decollator, to
PREPARE them for distribution.

DATA-CODER OPERATOR

DOT 203 582 026

OPERATES machine with keyboard identical to keypunch machine to
TRANSCRIBE data onto magnetic tape for computer input:

EXAMINES codes on forms and source documents to
DETERMINE work procedures.

POSITIONS reel of magnetic tape on spindle and
CLIPS source document to copy holder.

SETS switches and
PRESSES keys which generate magnetic impulses onto tape to
RECORD data from forms and documents.

REMOVES completed reel,
MARKS
AND
ATTACHES identifying label, and
SETS reel and source documents aside for verification by coworkers.

POSITIONS tape completed by coworkers on spindle,
SETS switches, and
DEPRESSES keys to
RECOPY data from original source documents.

OBSERVES lights on console machine to
NOTE error indications and
PRESSES keys to
MAKE corrections.

REMOVES verified reel and
ROUTES with source documents for computer processing.

DATA PROCESSING CONTROL CLERK I
(Data Control Specialist)
DOT 221 382 014

COMPILES production records for keypunch and tabulating department:

KEEPS record of all incoming and outgoing clerical records
PROCESSED in keypunch and tabulating departments.

LOCATES additional records in files, tapes, and program decks and
BATCHES with records for processing.

ASSIGNS production codes and
SCHEDULES due dates.

AUDITS daily machine report totals for completeness and accuracy,
USING calculating machine.

REROUTES records for correction and
DISTRIBUTES corrected records to designated departments.

DATA TYPIST
(Data Entry Specialist)
DOT 203 582 022

OPERATES / CONVERT special-purpose electric typewriter to alphabetic, numeric, and symbolic data into coded form on punchcards or tapes:

LOADS decks of punchcards or reels of magnetic or paper tape into machine.

MOVES / ADJUST / PRODUCE switches to machine and auxiliary equipment to desired cards or tapes.

TYPES computer program from worksheet, and input data, such as specified items from business forms, which machine converts to holes or magnetic impulses on cards or tapes.

PROOFREADS / IDENTIFY / RETYPES / PRESSES / ACTIVATE typed copy to errors, and copy or buttons to correctional devices built into machine.

TERMINAL OPERATOR

DOT 203 582 054

OPERATES on-line computer typewriter terminal to
TRANSMIT data or to
RECEIVE data from computer at remote location:

TYPES alphabetic or numeric input data or request for data output on keyboard of computer terminal from source documents,
USING knowledge of coding system.

INSERTS specified paper into carriage and
PRESSES key to
OBTAIN printout or
ACTIVATES machine to
DISPLAY facsimile on viewing screen of information input or stored.

COMPARES data on printout or screen with source documents to
DETECT errors.

BACKSPACES AND STRIKES OVER original material,
USING terminal keyboard, to
CORRECT errors.

PRESSES code key to
TRANSMIT corrected data via telephone lines to computer.

BUSINESS PROGRAMMER

DOT 020 **162** 014

CONVERTS symbolic statements of administrative data or business problems to detailed logical flow charts for coding into computer language:

ANALYZES all or part of workflow chart or diagram representing business problems by
APPLYING knowledge of computer capabilities, subject matter, algebra, and symbolic logic to
DEVELOP sequence of program steps.

CONFERS with supervisor and representatives of departments concerned with program to
RESOLVE questions of program intent, output, requirements, input data acquisition, extent of automatic programming and coding use and modification, and inclusion of internal checks and controls.

WRITES detailed logical flow chart in symbolic form to
REPRESENT work order of data to be processed by computer system, and to
DESCRIBE input, output, and arithmetic and logical operations involved.

CONVERTS detailed logical flow chart to language processable by computer.

DEVISES sample input data to
PROVIDE test of program adequacy.

PREPARES block diagrams to
SPECIFY equipment configuration.

OBSERVES
OR
OPERATES computer to
TEST coded program,
USING actual or sample input data.

CORRECTS program errors by such methods as
ALTERING program steps and sequence.

(continued)

BUSINESS PROGRAMMER

DOT 020 162 014

PREPARES written instructions (run book) to
GUIDE operating personnel during production runs.

ANALYZES
REVIEWS
AND
REWRITES programs to
INCREASE operating efficiency or
ADAPT to new requirements.

COMPILES documentation of program development and subsequent revisions.

COMPUTER OPERATIONS SUPERVISOR

DOT 213 132 010

SUPERVISES AND COORDINATES OPERATING OPERATES TEST activities of workers engaged in electronic data-processing machines and computer system to new or revised programs:

ASSIGNS SCHEDULES FACILITATE personnel and workflow to production.

DIRECTS TRAINS training or personnel in operation of computers and peripheral and off-line auxiliary equipment.

CONFERS OPERATES TEST with programming personnel and computer system to new and revised programs.

DEVELOPS PROCESS DEVISING MAKING MODIFY operating methods to data, such as wiring diagrams for peripheral equipment control panels, and minor changes in canned (standardized) programs or routines to content or format.

DIRECTS OBSERVES insertion of program instructions and input data into computer, and operations.

OPERATES ASSIST LOCATING AND OVERCOMING computers to operators in error conditions.

MAKES MAINTAIN minor program and input data revisions through computer console to operations.

continued

COMPUTER OPERATIONS SUPERVISOR

NOTIFIES programming and maintenance personnel if unable to

LOCATE AND CORRECT cause of error or failure.

REVISES ADJUST operating schedule to for delays.

PREPARES OR REVIEWS records and reports of production, operating, and down time.

RECOMMENDS changes in programs, routines, and quality control standards.

CONSULTS with Electronic Data Processing Manager about problems, such as new program

TESTING AND OPERATING ARRANGING runs in schedule and for preventive maintenance time.

COORDINATES ENSURE flow of work between shifts to continuity.

SYSTEMS ANALYST

DOT 012 167 066

ANALYZES **business procedures and problems to**
REFINE facts and
CONVERT them to programmable form for electronic data processing:

CONFERS with personnel of organizational units involved to
ASCERTAIN specific output requirements, such as types of breakouts, degree of data summarization, and format for management reports.

STUDIES existing data handling systems to
EVALUATE effectiveness and
DEVELOPS new systems to
IMPROVE production or workflow as required.

SPECIFIES in detail logical and/or mechanical operations to be performed by various equipment units and/or comprehensive computer programs and operations to be performed by personnel in system.

CONDUCTS special studies and investigations pertaining to development of new information systems to
MEET current and projected needs.

PLANS
AND
PREPARES technical reports, memoranda, and instructional manuals relative to the establishment and functioning of complete operational systems.

General Office and Administrative Support Occupations

Entry-Level Occupations

Billing Typist 55
Clerk-Typist 56
Duplicating Machine Operator I 57
Duplicating Machine Operator II 58
File Clerk I 59
File Clerk II 60
Offset-Duplicating Machine Operator I 61
Offset-Duplicating Machine Operator II 62
Receptionist 63
Telephone Operator 64

Advanced-Level Occupations

Clerical Supervisor 65
Employment Interviewer 66
Personnel Clerks Supervisor 67
Typing Section Chief 68

Cluster Three

[redacted]

DOT 214 382 014

COMPILES data and
OPERATES typewriter to
PREPARE invoices and bills of lading:

COMPUTES to
COMPILE amounts due from records, such as purchase orders, sales tickets, and charge slips.
USING adding or calculating machine.

TYPES invoices,
LISTING items sold, amounts due, credit terms, and date of shipment.

TYPES bills of lading and
LISTS weight and serial number of items sold,
USING specifications book.

CLERK-TYPIST

DOT 203 362 010

COMPILES
OPERATES
MAINTAIN
data and typewriter in performance of routine clerical duties to business records and reports:

TYPES reports, business correspondence, application forms, shipping tickets, and other matter.

FILES
POSTS
SORTS
AND
DISTRIBUTES
ANSWERS
PERFORMS
records and reports, information to records, mail, telephone, and similar duties.

DUPLICATING-MACHINE OPERATOR I

DOT 207 682 010

OPERATES / REPRODUCE machine to data or ruled forms on paper from type in flat impression bed or plates on revolving cylinder:

SELECTS / POSITIONS type or embossed plate and type or plate on cylinder or flat bed of machine.

LOADS / MAKES paper in feed tray and adjustments to parts, such as inking rolls or ribbon and feeding mechanism.

STARTS machine which automatically pushes sheets under revolving cylinder or against flat impression bed of type where paper is printed.

DUPLICATING MACHINE OPERATOR II

DOT 207 **682** 014

OPERATES **PRINT** duplicating machine to typewritten or handwritten matter directly from master copy:

PLACES master copy on drum of machine and blank paper in feed tray.

ADJUSTS machine for speed, size of paper, and flow of process liquid to moistening pad.

STARTS **PULLS** **TRANSFERS** machine that blank sheets across moistening pad and image from master copy onto copy sheet.

FILE CLERK I

DOT 206 362 010

FILES correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order, or according to subject matter, phonetic spelling, or other system:

READS incoming material and
SORTS according to file system.

PLACES material in file cabinet, drawers, boxes, or in special filing cases.

LOCATES AND REMOVES material from files when requested.

KEEPS records of material removed,
STAMPS material received,
TRACES missing file folders, and
TYPES indexing information on folders.

FILE CLERK II

DOT 206 **367** 014

PERFORMS duties essentially same as File Clerk I, except that in addition to **PUTTING** material in and **REMOVING** it from files, **PERFORMS** clerical work in **SEARCHING** AND **INVESTIGATING** information contained in files, **INSERTING** additional data on file records, **ASSEMBLING** and **MAKING UP** reports and **KEEPING** files current, which may require **MAKING** calculations, and **SUPPLYING** written information from file data.

CLASSIFIES material when classification is not readily discernible.

DISPOSES of obsolete files in accordance with established retirement schedule or legal requirements.

OFFSET-DUPLICATING-MACHINE OPERATOR I

DOT 207 **682** 018

OPERATES REPRODUCE **offset-duplicating machine to single or multicolor copies of charts, schedules, bulletins, and related matter, according to oral instructions or layout and stock specifications on job order:**

INSTALLS sensitized metal printing plate or master copy of plastic-coated paper around press cylinder of machine and
LOCKS plate or master copy in position,
USING hand tools.

TURNS handwheel and ink fountain screws to
REGULATE ink flow.

SELECTS paper stock to be printed according to color, size, thickness, and quantity specified,
STACKS paper on feed table, and
POSITIONS spring guide on side of paper stack.

TURNS elevator crank to
RAISE feed table to paper height.

SETS dial controls to
ADJUST speed and feed of machine, according to weight of paper.

STARTS machine that automatically reproduces copy by offset process.

CLEANS AND FILES master copy or plate.

CLEANS AND OILS machine.

OFFSET-DUPLICATING-MACHINE OPERATOR

DOT 651 682 014

OPERATES machine to
REPRODUCE typewritten matter, drawings, graphs, and similar material by photo-offset process:

APPLIES specified chemical agents to surface of printing plate and
SECURES treated plate in machine.

MOVES controls to
SET machine for size and thickness of paper, to
CENTER printed impression, and to
REGULATE flow of ink and speed of paper feed according to material to be reproduced.

CLEANS printing plates after use,
USING type cleaner or solvent, and
APPLIES gum solution to
PREVENT deterioration.

RECEPTIONIST

DOT 237 **367** 038

RECEIVES callers at establishment,
DETERMINES nature of business, and
DIRECTS callers to destination:

OBTAINS caller's name and
ARRANGES for appointment with person called upon.

DIRECTS caller to destination and
RECORDS name, time of call, nature of business, and person called upon.

TELEPHONE OPERATOR

DOT 235 **662** 022

OPERATES RELAY cord or cordless switchboard to incoming, outgoing, and interoffice calls:

PUSHES MAKE RELAY On cordless switchboard, switch keys to connections and calls.

PLUGS On cord type equipment, cord into switchboard jacks.

CLERICAL SUPERVISOR
(Master Title)
Office Manager
Office Supervisor

SUPERVISES
:
COORDINATES **activities of clerical workers:**

DETERMINES work procedures,
PREPARES work schedules, and
EXPEDITES workflow.

ISSUES written and oral instructions,
ASSIGNS duties and
EXAMINES work for exactness, neatness, and conformance to policies and procedures.

STUDIES
AND
STANDARDIZES procedures to
IMPROVE efficiency of subordinates.

MAINTAIN harmony among workers and
RESOLVES grievances.

PREPARES composite reports from individual reports of subordinates.

ADJUSTS errors and complaints.

EMPLOYMENT INTERVIEWER

DOT 166 267 010

INTERVIEWS job applicants to
SELECT persons
MEETING employer qualifications:

REVIEWS completed application and
EVALUATES applicant's work history, education and training, job skills, salary desired, and physical and personal qualifications.

RECORDS additional skills, knowledge, abilities, interests, test results, and other data pertinent to classification, selection, and referral.

SEARCHES files of job orders from employers and
MATCHES applicant's qualifications with job requirements and employer specifications,
UTILIZING manual file search, computer matching services, or employment service facilities.

INFORMS applicant about job duties and responsibilities, pay and benefits, hours and working conditions, company and union policies, promotional opportunities, and other related information.

REFERS selected applicant to
INTERVIEW with person
PLACING job order according to policy of school, agency, or company.

KEEPS for future reference records of applicants not immediately selected or hired.

PERSONNEL CLERKS SUPERVISOR

DOT 209 132 010

SUPERVISES AND COORDINATES activities of workers engaged in compilation and maintenance of personnel records:

COORDINATES recording and filing of information about company personnel, such as promotions, wage scales, absences, training status, and discharges.

COMPILES reports of absences, accession rates, salaries, and other matters of interest to company management,

USING typewriter and calculator.

PERFORMS other duties as described under Supervisor.

TYPING SECTION CHIEF

DOT 203 137 014

SUPERVISES AND COORDINATES TRANSCRIBING TYPING MAKING activities of typists engaged in correspondence from longhand copy, reports, and duplicate copies of correspondence.

PERFORMS duties as described under Supervisor.

Secretarial, Word Processing, and Administrative Support Occupations

Entry-Level Occupations

Administrative Clerk 71
Legal Secretary 72
Magnetic-Tape-Typewriter Operator . . . 73
Medical Secretary 75
Secretary (General) 76
Stenographer 77
Terminal System Operator 78
Transcribing-Machine Operator 79

Advanced-Level Occupations

Administrative Secretary 80
Word Processing Supervisor 81

Cluster Four

ADMINISTRATIVE CLERK
(Administrative Assistant)

DOT 219 362 010

COMPILES AND MAINTAINS records of business transactions and office activities of establishment,
PERFORMING USING variety of following or similar clerical duties and knowledge of systems or procedures:

COPIES COMPILES data and records and reports.

TABULATES AND POSTS data in record books.

COMPUTES wages, taxes, premiums, commissions, and payments.

RECORDS orders for merchandise or service.

GIVES INTERVIEWS information to and customers, claimants, employees, and sales personnel.

RECEIVES COUNTS AND PAYS OUT cash.

PREPARES ISSUES AND SENDS OUT receipts, bills, policies, invoices, statements, and checks.

PREPARES stock inventory.

ADJUSTS complaints.

OPERATES office machines, such as typewriters, adding, calculating, and duplicating machines.

OPENS AND ROUTES ANSWERS PREPARES incoming mail, correspondence, and outgoing mail.

LEGAL SECRETARY

DOT 201 362 010

PREPARES legal papers and correspondence of legal nature, such as summonses, complaints, motions, and subpoenas.

MAGNETIC-TAPE-TYPEWRITER OPERATOR

DOT 203 582 034

OPERATES
TYPE
PRODUCE magnetic-tape-typewriter and tape console to positive proof copy and simultaneously to master tape for automatic reproduction of finished texts, such as letters, reports, and other data from manuscript or pretaped material:

POSITIONS blank cartridge on tape spindle head and peg in tape station of console.

PRESSES
LOAD button to tape into console.

INSERTS proof paper into typewriter carriage,
SETS control for margins, spacing, and tabulation and
TURNS dials for automatic preparation of magnetic tape.

TYPES from draft and
READS proof copy for errors.

BACKSPACES
AND
STRIKES
OVER
OR
PRESSES line-return button and
RETYPES entire line to
CORRECT individual character or line errors on both proof copy and tape.

PRESSES button to
STOP tape or to
MARK end of tape section.

REMOVES proof copy from carriage and completed tape cartridge from tape-station housing.

(continued)

MAGNETIC-TAPE-TYPEWRITER OPERATOR

Frequently

COMBINES OR TRANSFERS data between two tapes, one with standard text and the other with personalized data, to PREPARE individualized correspondence.

KEEPS RECORDED log of reference numbers and data on each tape.

FILES tapes, correspondence, and reports.

MEDICAL SECRETARY

DOT 201 362 014

PERFORMS **USING** secretarial duties, knowledge of medical terminology and hospital, clinic, or laboratory procedures:

TAKES **USING** dictation in shorthand or transcribing machine.

COMPILES **AND** **RECORDS** **USING** medical charts, reports, and correspondence, typewriter.

SECRETARY

DOT 201 **362** 030

SCHEDULES
GIVES
TAKES
RELIEVES **appointments, information to callers, dictation, and otherwise officials of clerical work and minor administrative and business detail:**

READS AND ROUTES incoming mail.

LOCATES AND ATTACHES appropriate file to correspondence to be answered by employer.

TAKES dictation in shorthand or by machine and
TRANSCRIBES notes on typewriter, or
TRANSCRIBES from voice recordings.

COMPOSES AND TYPES routine correspondence.

FILES correspondence and other records.

ANSWERS telephone and
GIVES information to callers or
ROUTES call to appropriate official and
PLACES outgoing calls.

SCHEDULES appointments for employer.

GREETS visitors,
ASCERTAINS nature of business, and
CONDUCTS visitors to employer or appropriate person.

STENOGRAPHER

DOT 202 362 014

TAKES dictation in shorthand of correspondence, reports, and other matter, and
OPERATES typewriter to
TRANSCRIBE dictated material:

PERFORMS variety of clerical duties, except when working in stenographic pool.

TERMINAL-SYSTEM OPERATOR
(Word Processing Specialist)

DOT 203 362 018

OPERATES computer terminal and
COMPILES data to
PRODUCE business, scientific, or technical reports and publications in printlike format:

REVIEWS source documents, such as correspondence, company records, statistical tables, and accompanying instructions to
DETERMINE computer operations required to
PRODUCE texts in format requested.

CONFERS with source document originators to
CLARIFY instructions, such as paragraphing, indentation, line spacing, and other style requirements.

ARRANGES data input sequence according to manuals.

TYPES coded commands on computer or terminal keyboard to
ENTER
STORE
RETRIEVE
OR
DELETE data,
USING knowledge of coding system.

PROOFREADS printout of draft copy to
CORRECT errors and
VERIFY format specifications.

TYPES coded command to computer to
PRODUCE finished copy on paper, magnetic tape, or punched cards for subsequent reproduction as completed texts by peripheral equipment, such as high-speed printers.

TRANSCRIBING-MACHINE OPERATOR
(Machine Transcriptionist)

DOT 203 582 058

OPERATES typewriter to
TRANSCRIBE letters, reports, or other recorded data heard through earphones of transcribing (voice reproducing) machine:

POSITIONS record or tape on machine spindle and
SETS needle on record, or
THREADS tape through machine.

DEPRESSES pedal to rotate record or tape.

TURNS dials to
CONTROL volume, tone, and speed of voice reproduction.

TYPES message heard through earphones.

READS chart prepared by dictator to
DETERMINE length of message and corrections to be made.

ADMINISTRATIVE SECRETARY
(Executive Secretary)
DOT 169 **167** 014

KEEPS **official corporation records and**
EXECUTES **administrative policies determined by or in conjunction with other officials:**

PREPARES memorandums outlining and explaining administrative procedures and policies to supervisory workers.

PLANS conferences.

DIRECTS preparation of records, such as notices, minutes, and resolutions for stockholders' and directors' meetings.

DIRECTS recording of company stock issues and transfers.

ACTS as custodian of corporate documents and records.

DIRECTS preparation and filing of corporate legal documents with government agencies to conform with statutes.

WORD PROCESSING SUPERVISOR

DOT 203 137 010

SUPERVISES AND COORDINATES activities of workers in preparing correspondence, records, reports, insurance policies, and similar clerical matter and in operating specialized typing machines, such as magnetic-tape typewriting and composing machines.

ADVISES other departmental personnel in techniques and style of dictation and letter writing.

RECOMMENDS changes in procedures to effect savings in time, labor, costs, and to improve operating efficiency.

ASSIGNS new workers to experienced workers for training.

ASSISTS subordinates in resolving problems in non-standard situations.

EVALUATES RECOMMENDS job performance of subordinates and personnel action.

PERFORMS duties as described under Supervisor.

USING VIRGINIA VIEW TO OBTAIN OCCUPATIONAL INFORMATION

The Virginia VIEW Microfiche Deck is one part of a career information delivery system sponsored by the Virginia Occupational Information Coordinating Committee to deliver educational and occupational information to citizens of the Commonwealth. Other means of delivering the career information are (1) the Toll-Free Career Information Hotline (1-800-542-5870); (2) publications, including the Dictionary of Licensed Occupations in Virginia, the Dictionary of Apprenticeships Occupations in Virginia, the Forum newsletter, and occupational briefs modified for making transparencies on 25 occupations for classroom use in career counseling and career education; and (3) the computerized delivery system used in conjunction with the microfiche deck.

The Virginia VIEW Career Information System is available at no cost to a variety of users and user agencies, including secondary and middle schools, community colleges, and private and public colleges and universities.

The Virginia VIEW Microfiche Deck contains 70 microfiche. The deck is divided into eight parts: 52 fiche cards containing 345 VIEWSCRIPTS (occupational briefs) arranged alphabetically within seven Data-People-Things Clusters; 4 fiche cards (tan) containing information on postsecondary schools in Virginia, including community colleges, two-year public and private institutions, public colleges and universities, and proprietary schools; 4 fiche cards (white) on financial aid; 1 fiche card (gold) listing additional training and the vocational education directors; 1 fiche card (brown) on apprenticeship program in Virginia; 2 fiche cards (blue) on military training opportunities; 4 fiche cards (light green) containing information on postsecondary school programs; and 1 fiche card (dark green) containing information on secondary school subjects.

Plans are that a microfiche deck will be issued each year, providing updated, current, and accurate information.

The 1982 Virginia VIEW Microfiche Deck presents information on 345 occupational titles and 1,269 related occupational specialties. The occupational titles were selected to represent the occupations in which most Virginians are presently employed, based on data from the Virginia Employment Commission. The microfiche decks are distributed without cost to the user agencies who provide their own readers or reader printers.

A microcomputer system has been developed to be used in conjunction with the microfiche deck. The microcomputer system is based on a Virginia VIEW self-assessment, Career Search, which is designed to assess seven key areas: interests, areas of work, physical strengths, physical capabilities, working conditions, educational levels, and temperaments. The user is able to key the results of the Career Search into a microcomputer which then provides the user with a list of occupations that might be considered. It also directs the user to the appropriate microfiche to obtain information about the selected occupations. There is no charge for the microcomputer software; however, a user must have access to a microcomputer.

Teachers may obtain more information on the access to and the use of the system from their school librarian, their divisional director of vocational education, or the following:

Project Director
Virginia VIEW
Virginia Polytechnic Institute and State University
301 University City Office Building
Blacksburg, Virginia 24061
Phone: (703) 961-7158

SECTION II.

STUDENT ORGANIZATIONS

Each vocational student organization provides opportunities for students to (1) exhibit pride in work; (2) demonstrate competencies related to the world of work; and (3) develop leadership abilities, responsible citizenship, and a realistic self-image. These goals are achieved through activities structured within each vocational program and course. Vocational student organizations provide a means through which students become involved in school and community activities, carry out individual or group projects related to career life goals, and meet with community leaders and employers in a variety of situations. The knowledge, skills, and attitudes developed through these organizations facilitate the students' transition from school to their chosen vocation and to responsible adulthood.

The Vocational Education Amendments of 1976, P.L. 94-482, place emphasis on ensuring that curriculum development activities will have an impact on instruction in vocational education classrooms. Each vocational service has an appropriate vocational student organization operating as an integral part of the instructional program.

On June 23, 1978, the Virginia State Board of Education approved the following policy standards for operation of vocational education programs:

> A local chapter of the appropriate vocational student organization is operating as an integral part of each vocational program field in the school.
>
> Vocational teachers are serving as advisors to the local chapter or a section of the vocational student organization.
>
> Participation of students in chapter instructional activities is required regardless of whether they are paid members of the organization.

COMPETENCY DEVELOPMENT THROUGH FUTURE BUSINESS LEADERS OF AMERICA

I. DESCRIPTION OF THE ORGANIZATION

The Future Business Leaders of America (FBLA) is the vocational student organization for intermediate and high school business students. The co-curricular nature of FBLA--combining instruction, experience, and activity--makes the organization an integral part of the business education program.

Business students are encouraged to participate in chapter activities designed to facilitate intelligent career choices, develop business skills, teach the value of community responsibility, and strengthen self-confidence. Based upon the FBLA goals, the activities are developed and tailored to each chapter by its members, with the guidance of the advisors.

The FBLA organizational plan involves local chapters, a state chapter, and the national association. In carrying out its program or approved activities, a local FBLA chapter may organize several different interest or class groups within a school. Since the classroom is the nucleus for all FBLA activities, the availability of FBLA activities to all students enrolled in business education courses is assured.

Chapter activities involve students in cooperative school/community/business projects. The program of work includes activities in these categories: school and community service, leadership and promotion, business skills and knowledge, financial enterprises, and social functions.

II. OPPORTUNITIES FOR CLASS/FBLA COORDINATION
(See FBLA State Handbook for additional activities)

A. School and Community Service

1. Provide typing and other office services for school and community organizations
2. Operate a school savings bank or a school store
3. Serve as student assistants to school bookkeeper or other school personnel for a designated period of time
4. Plan and participate in the State Service Project activities (speakers, films, fund-raisers)
5. Organize and operate a teenage employment agency.

B. Leadership and Promotion

1. Present mock meetings, films, skits, and speakers on parliamentary procedure
2. Develop displays relating to job interview techniques or new technology

3. Participate in assembly programs: career opportunities, Cooperative Office Education (COE) positions in different occupational areas, job interview techniques, dressing for success

4. Conduct in-class or school competitive events program

5. Demonstrate to other classes or organizations good financial techniques for organizing and conducting fund-raising projects, or make a presentation on manuscript typing to English classes.

C. Business Skills and Knowledge

1. Type and reproduce programs or brochures for speakers, seminars, or open houses

2. Produce or review audiovisual materials on careers or business equipment

3. Set up books and perform banking activities for FBLA fund-raising project: order stock, establish inventory control, journalize payments and receipts, write checks, make deposits, reconcile bank statements

4. Plan a court trial: choose a question of law, develop characters, and write a script

5. Design a computer game

6. Plan, organize, and implement a schoolwide economic awareness activity.

D. Financial Enterprises

Local school division policies and community restrictions determine fund-raising activities. In addition to raising funds for chapter projects, the activities should teach money management and accounting skills.

E. Social Functions

Most social activities are conducted outside class. Planning, organizing, and implementing such social activities provides valuable classroom experiences.

F. Contests

Virginia FBLA conducts competitive events on the local, regional, and state levels through which students can demonstrate the business and leadership skills developed in the classroom. Regional winners and local chapters and members compete in 31 events at the annual State Leadership Conference. First-place state winners represent Virginia FBLA at the National Leadership Conference.

III. OTHER FBLA PROGRAMS, PUBLICATIONS, AND APPLICATIONS TO CBE

1. Virginia FBLA State Handbook
2. Pride of Virginia
3. Hints for Chapter Officers
4. FBLA National Handbook
5. Tomorrow's Business Leader
6. Guide for Integrating FBLA Into the Classroom
7. FBLA Slide/Tape Presentation
8. Leadership Development Conferences
   a. Fall and Spring Regional Conferences
   b. Summer Leadership Training Conference
   c. State Leadership Conference
   d. National Leadership Conference
   e. Southern Region Leadership Conference

SECTION III.

CLASSROOM MANAGEMENT SYSTEMS

Vocational programs and courses contain a large number of competencies and related learning experiences to be mastered by students over a relatively short period of time. In many programs, various instructional methods and materials are used to prepare students for entry into an occupation or to teach the basics for continuing education. Therefore, a systematic approach to the management of instruction is required, especially in competency-based vocational programs.

The following questions must be considered when establishing management procedures for competency-based instruction:

1. How and when will students be informed of course or unit objectives and requirements?
2. How will the content and instructional activities be sequenced in the course?
3. Will students learn in an independent or group setting?
4. Will a variety of instructional methods and strategies be used?
5. Will there be integrated lecture/laboratories?
6. How will slow and fast learners be accommodated?
7. How will the student organization, FBLA, be integrated into the instruction?
8. How will sudents be evaluated and when will the testing occur (pretest, unit tests, as a competency is demonstrated)?
9. How and when will student achievement be documented on the competency record?
10. Will studets who transfer from another school or program be placed at a appropriate level in the program?

In competency-based education there are several unique requirements which may not be included in the present vocational program: informing students of the course requirements prior to learning, administering criterion-referenced tests, and recording of competencies. These requirements and other features of the vocational programs necessitate the use of management procedures. Lesson plans, teaching contracts, and student task sheets are common methods used by vocational teachers to manage the daily instructional activities.

1. Lesson Plans (Samples A and B)

   The lesson plan is actually a road map for the student and teacher. It provides detailed information concerning content, learning activities, procedures, materials required, references, presentation techniques, and evaluation procedures. The plan is valuable also to the vocational supervisor and administrator in evaluating the programs and providing assistance to the teacher. Lesson plans are designed and developed:

   a. To organize and coordinate content and instruction
   b. To present a logical sequence to instruction
   c. To provide a listing of instructional materials and aids
   d. To provide a basis for program planning and evaluation
   e. To cause teachers to analyze and plan content prior to instruction
   f. To provide a record of actual course content and emphasis.

   Sample lesson plans and a blank lesson plan form are provided in this section.

2. Student Task Sheets (Sample C)

   Student task sheets may also be called competency activity sheets or job sheets. This CBE classroom management system assists the instructor in organizing learning and evaluation activities. The following components are generally included on a student task sheet: (1) competency statement, (2) performance objective, (3) learning activities, (4) criterion-referenced measure, and (5) performance guide. A sample student task sheet and blank form are included in this section.

3. Learning Contracts (Sample D)

   The learning contract is a management tool which allows the teacher and student to contract and agree on which competencies are to be learned. After the instructor evaluates the needs of the student and discusses these with him or her, a learning contract is developed which includes the competencies and requirements for the course. The course provides a method for organizing the content and instruction on an individual basis. A sample learning contract is included in this section.

SAMPLE A.1.

LESSON PLAN

by

Demonstrating Respect and Cooperative Attitudes

Lesson Title

Recordkeeping — Course

Employability Skills — Instructional Unit

TASK/COMPETENCY: (knowledge, skills, or attitudes student gains from instruction)

Demonstrate attitudes of respect and cooperation toward others

PERFORMANCE OBJECTIVE: (expected conditions, performance, and criterion or standard)

Given guidelines on the ways to show respect and cooperation toward others and selected group assignments, demonstrate these attitudes during four unannounced observations of two to five minutes each. Performance must be judged acceptable according to instructor's checklist, based on the provided guidelines.

TOOLS/MATERIALS:

AUDIOVISUAL MATERIALS:

Office Practice--Working with Others. (#33409). Audiovisual Services, Virginia Department of Education.

REFERENCES:

Human Relations at Work, 2nd ed. Eggland and Williams.

STUDENT ASSIGNMENT(S):

1. Read chapter 1, pp. 2-9 of text.
2. List experiences with others today in which they showed attitudes of respect and cooperation toward you.

PRESENTATION: (Introduction, presentation, discussion, application & evaluation)

I. Introduction
   A. Importance of attitudes of respect and cooperation
      1. Business dependent upon give and take
      2. Efficiency dependent upon cooperation
   B. Common results of a lack of respect and cooperation between co-workers

II. Presentation
   A. Film
   B. Guidelines on ways to show respect and cooperation toward others

III. Discussion
   A. Film contents
   B. Examples of ways to show respect and cooperative attitudes in an office
   C. Examples of ways to show respect and cooperative attitudes in the classroom, with peers and family, with others
   D. Ways to measure attitudes

IV. Application
   A. Student role play of office situations in which problems arise and solutions suggested
   B. Group assignment: checklist to evaluate attitudes of respect and cooperation (see Special Notes)

V. Evaluation--Unannounced observations per CRM

CRITERION REFERENCED MEASURES:

Demonstrate attitudes of respect and cooperation toward others during four unannounced observations of two to five minutes each while working on group assignments. Performance must receive acceptable rating according to instructor's checklist, based on provided guidelines.

SPECIAL NOTES: (Resource persons, if any; results and follow-up)

Student-developed checklist may be used to evaluate attitudes during observations referenced in CRM.

SAMPLE A.2.

LESSON PLAN

by

_____

_____
Lesson Title

_____ _____
Course Instructional Unit

TASK/COMPETENCY: (knowledge, skills, or attitudes student gains from instruction)	
PERFORMANCE OBJECTIVE: (expected conditions, performance, and criterion or standard)	
TOOLS/MATERIALS:	AUDIOVISUAL MATERIALS:
REFERENCES:	
STUDENT ASSIGNMENT(S):	

PRESENTATION: (Introduction, presentation, discussion, application & evaluation)

CRITERION REFERENCED MEASURES:

SPECIAL NOTES: (Resource persons, if any; results and follow-up)

SAMPLE B.1.

LESSON PLAN OUTLINE

These items need not always be used in the order given here. A lesson plan format is a matter of personal preference; this outline is a suggested sequence. (See reverse side for example.)

I. IDENTIFICATION

The identification of the plan should be complete--course, topic, and data as a minimum. Proper identification is an aid in keeping lesson plans in good order.

II. OBJECTIVES

Objectives are important because they deal with the WHY of what is taught and the ultimate purposes of what students are expected to learn. In education, the primary emphasis should be placed more on WHY something is learned--the uses to which it can be put--than on simply WHAT is learned. Be sure that the students are aware of each day's objectives.

III. MATERIALS AND SUPPLIES

Examples: textbook, workbook, transparencies, handouts. Indicate the pages of the textbook as well as the topic and chapter number.

IV. INSTRUCTIONAL ACTIVITIES

It is usually better to indicate instructional activities in numbered steps than in paragraph prose form; it makes a better classroom guide and is easier to follow. Try to reach a happy medium between too much detail and not enough. Leave plenty of double spaces in this section of the typed plan so that copy is not crowded.

V. TIME ALLOWANCES (may be combined with No. IV)

The teacher must have some idea of the time certain activities will take. Break down time allowances for specific tasks; be sure to include the total. Include about five minutes' leeway.

VI. HOMEWORK ASSIGNMENT (may be given at some other time)

Be sure that the assignment is productive. Make students aware of the purpose of the assignment and its value to them.

VII. STUDENT'S EVALUATION

Have the students achieved the objectives of the day's lesson? Remember that evaluation can be formal or informal. Exactly how will the students be evaluated? List the kinds of evaluation--formal and informal--that will be used.

VIII. TEACHER'S EVALUATION

Use this section for evaluating the lesson plan after class. Jot down some ideas about what was successful and what was not so successful, student response, personal reaction to the class now that it is over, and suggestions that might improve this class.

EXAMPLE B.2.

LESSON PLAN

_____
(Name)

I. IDENTIFICATION

Stenography I, Fifth Period, Wednesday, January 12, 19__
Reading and Writing Shorthand, Lesson 45

II. OBJECTIVE(S)

After reviewing lesson 45, the students will be able to take dictation from the material of the lesson at 60 wpm and will be able to read their notes from the dictation.

III. MATERIALS AND SUPPLIES

A. Gregg Shorthand, Lesson 45, pages 217-220
B. Student's Transcription of Gregg Shorthand, page 49
C. Transparency for review of Lesson 45
D. Stop watch

IV. INSTRUCTIONAL ACTIVITIES -- TIME ALLOWANCES

A. Review from transparency the principles shown on page 216, taking one section at a time; students will spell and pronounce each word. — 10 minutes
   1. Students will have each section dictated to them.
   2. Students will review their shorthand with the book.

B. Present the spelling families. — 5 minutes
   1. Dictate the words under section 414, page 217 to the students for them to spell.
   2. Review the section on Spelling Families, page 217. The students may check their spellings with those in the book.

C. Students chosen at random will read a small section of the reading and writing practices on pages 217-20 until all letters have been read. — 20 minutes
   NOTE: If students hesitate, have them spell aloud the word and have them figure out the word as quickly as possible.

D. Dictation — 20 minutes
   1. Dictate letter 421, page 49 in the Student's Transcription, one sentence at a time. Dictate each line twice at 50 wpm.
   2. Dictate the complete letter once at 60 wpm.
   3. Have students read the letter from their notes.

TOTAL — 55 minutes

V. HOMEWORK ASSIGNMENT

A. Spell and write new words of Lesson 45.
B. Self-dictate as you write letters of Lesson 45.

VI. STUDENT'S EVALUATION

A. Students will be asked during the course of dictation if they were able to keep up with the dictation.

B. Students will read together the final letter which was dictated.

VII. TEACHER'S EVALUATION -- TEACHER'S NOTES

EXAMPLE C.1.

STUDENT TASK SHEET

TASK/COMPETENCY: Compute five net pay amounts, including calculations of gross earnings and deductions.

PERFORMANCE OBJECTIVE:

Given five employees' regular and overtime hours, rate of pay, marital status, exemptions, optional deductions, income tax withholding table, and directions for computing social security deductions, compute the net pay for each employee, with 100-percent accuracy, on a written test.

ENABLING OBJECTIVES:	LEARNING ACTIVITIES:	COMPLETED:
1. Outline procedure for time and earnings.	1. Read and study Topic 1 of Chapter 11, General Recordkeeping, 8th ed., pp. 271-275.	
2. Demonstrate how to compute time and earnings	2. Complete Topic 1 exercises, pp. 275-278, and check answers with key.	
3. Outline procedure for computing payroll deductions.	3. Read and study Topic 2 of Chapter 11, pp. 279-282.	
4. Demonstrate how to compute deductions.	4. Complete Topic 2 exercises, pp. 282-283, and check answers with key.	
5. Compute net pay in a practice situation, with resources available.	5. Complete Parts A and B, Job 1, Project 5, "Glenn Department Store," in Projects in Clerical Recordkeeping, 4th ed., pp. 248-255. Check answers with key and discuss any errors or difficulties with instructor. When confident of ability to compute net pay amounts, take posttest provided by instructor.	

CRITERION-REFERENCED MEASURE:

Compute net pay for five employees, with 100-percent accuracy, on a written test.

TASK INSTRUCTIONS:

Steps for computing net pay:

1. Compute regular hours.
2. Compute overtime hours.
3. Calculate regular pay.
4. Calculate overtime pay.
5. Compute total earnings (gross pay).
6. Calculate deductions (taxes, insurance, social security, optional deductions).
7. Subtract deductions from gross pay to compute net pay.

STUDENT EVALUATION:

Completion Date _____

Grade _____

Comments:

EXAMPLE C-2

STUDENT TASK SHEET

TASK/COMPETENCY:

PERFORMANCE OBJECTIVE:

ENABLING OBJECTIVES:	LEARNING ACTIVITIES:	COMPLETED:

CRITERION-REFERENCED MEASURE:

TASK INSTRUCTIONS:

STUDENT EVALUATION:

Completion Date_____

Grade_____

Comments:

SAMPLE D

LEARNING CONTRACT

Student:_____

Course:_____

I,_____,
(name of student)

agree to learn the competencies and complete the projects listed below during the six-week grading period of _____.
(dates)

Competencies/Projects:

_____

_____

_____

_____

_____

_____

_____

_____

I further agree that the quality of my completed work must comply with the standards identified for each competency.

I further agree that, upon satisfactory completion of the above, I will receive a final grade of _____ for the stated grading period.
(grade)

_____ _____
Student Date

_____ _____
Instructor Date

SECTION IV.

RECORDING SYSTEMS

One of the four standards for Virginia's competency-based education programs states that "a system exists for documenting competencies achieved by each student." An effective documentation system serves a variety of purposes: as a record of student progress and articulation needs, as an instrument of evaluation of and planning for individual student needs and course content, and as an aid to employers seeking to match job vacancies with available applicants.

A documentation system is essential in providing a record of successful student progress through the vocational education program. If the student transfers to another school or enters the community college system, the documentation record assists in a smooth transition, eliminating both unnecessary learning gaps and repetition of competencies already developed.

Instructors may use the documentation record for evaluation and planning purposes. An important feature of such a system is the information it provides concerning achievement of specific competencies. The record can assist the instructor in designing an individual student learning program to fit a particular occupational objective. The student will be confident that he or she is being equipped with those specific competencies necessary for desired employment or articulation. Employers may use the record to ascertain the particular competencies and abilities the applicant will bring into a specific job situation.

Since the documentation record can show those learning experiences mastered by each student, it also can enable business educators to identify those competencies needed by the student which are not presently being included in

the program, thereby expediting the planning of new programs or learning sequences. More than one teacher may be involved in a sequential program consisting of several courses; each teacher, therefore, must be able to identify all of the competencies completed by a student at any stage or progression within the sequence.

Finally, in addition to serving evaluation, planning, and articulation needs, an effective documentation system must be easy to use. Recording completed competencies, grades, and credits should require a minimum of instructor time. A system will be abandoned if the recordkeeping procedures are so time consuming that teachers find them impractical.

Educators are held accountable for the progress of students, as the public continues to request specific documentation regarding student progress and achievement. One of the strong aspects of a competency-based program is the identification of the progress made by each student. The following checklist of activities has been formulated to help the teacher who is preparing a documentation system:

1. Identify the competencies to be included in the course.
2. Identify or prepare objectives and criterion-referenced measures for terminal competencies.
3. Identify minimum competencies. Additional competencies may be identified for students going beyond minimum levels.
4. Determine the grading system.
5. Review the various documentation formats and determine whether the grade-book approach or the individual student profile approach will be used.
6. Provide an explanation of the grading system for students. Prior to instruction, students should know the competencies for which they are responsible, as well as the grading procedures related to the attainment of these competencies.

Documentation Instruments: "Competency Profiles"

The term used to identify the documentation instrument is "competency profile." Stated very simply, the competency profile is a form on which student progress in an occupational program is recorded. The profile must contain terminal competencies, but enabling objectives may also be included. The competency profile may include a type of evaluation indicating that the student has exceeded the competency, has achieved the competency, or has attempted but not achieved the competency; an explanation of the rating system must be included.

The competency profile may also be identified by such means as "skill record," "employability profile," "proficiency evaluation form," "training achievement record," and "performance record." Regardless of the name by which it is called, the competency profile should provide information that can be used for documentation in a competency-based education setting.

The following points should be kept in mind when developing a competency profile:

1. Existing Profiles: Before developing a competency profile, obtain existing profiles or listing of competencies. There are many in existence that have been developed by different schools, counties, and state departments of education.
2. Competency Statement: After examining existing profiles, identify competency statements. A competency statement contains an action verb and noun (e.g., type a business letter).
3. Performance Objectives and Criterion-Referenced Measures: Performance objectives and criterion-referenced measures should be prepared for at least the terminal competencies of each course of program. The performance objectives should exist prior to instruction so that the teacher will be on target in classroom activities.
4. Format for the Competency Profile: After competencies have been listed, performance objectives have been identified or prepared, and criterion-referenced tests are in place, the instructor should select a format for the competency profile. This will be the documentation system for the competency-based education program.

This section contains several examples of competency profiles for business education courses and programs and procedures for using them. A sample Document of Evidence, which may be presented to the student at the completion of the program, is also provided. In addition, blank forms are provided where necessary for the teacher to duplicate, if desired.

PROCEDURES FOR USING THE ILLUSTRATED COMPETENCY PROFILES

The procedures for documenting mastered competencies on Profiles A through H are described briefly as follows. The sample profiles can be identified by the alphabetic profile identification at the top of each instrument.

PROFILE A: Individual Competency Record

Each time a student completes a program competency/task, the student record must be updated. The instructor keeps a separate profile for each student and documents the competency mastered by recording a numerical rating from the scale, the date mastered, and his or her initials. Those competencies listed, but not yet documented, are the on-going record of what competencies the student has left to demonstrate. Although more than one teacher will be involved in the instruction for secondary and postsecondary programs, all competencies mastered by the student can be identified. This instrument is part of the student's cumulative records and assists teachers as students move from one school to another or from one school system to another. When articulation agreements have been made between secondary and postsecondary institutions, competencies for both levels may be merged.

PROFILE B: Employability Profile

This competency check-off instrument will be helpful to students, parents, postsecondary teachers, and prospective employers. Upon program or course completion, competencies mastered are rated. This instrument also could become a part of the student's career development portfolio/file.

PROFILE C: Student Vocational Skills Record

The skills record requires the instructor to circle a code (U, L, M, or S) explained at the top of the form. Each time a student masters a competency, the instructor should record the achievement. For brevity, only a portion of this profile is shown; however, all competencies--program, terminal, and/or enabling--may be included.

PROFILE D: Competency Record

The first page of this profile can be used as a credentials device to certify the mastery of competencies by the student. The second page contains lists of the competencies and directions for completing the record. This instrument is designed to be used in secondary and postsecondary programs. Employers also are likely to be attracted to the conciseness of this documentation format.

PROFILE E: Checklist of Program Competencies

The grade-book approach to rating competencies is used in this profile. Students' names are listed at the left and competencies are identified across the top. Upon the mastery of a particular competency, the student achievement is rated in the appropriate block.

PROFILE F: Vocational Education Progress Chart

The grade-book approach is used with this instrument. The primary difference in this profile and PROFILE E is the arrangement of the data on the page. Procedures described in PROFILE E would be applicable to this instrument.

PROFILES G AND H: The Document of Evidence
and
The Certificate of Proficiency

This document/certificate, signed by the instructors, directors, and/or superintendent, can be taken to job interviews. Employers in the area must be aware of the school's program and the individual vocational education job competencies. The interviewer could use the data to match the student with a job requiring performance of the skills or tasks in which the student is competent.

The student's job-entry skills should be listed on the back of PROFILE G. They may be listed and checked on the front of PROFILE H as shown on the filled-in sample.

Name _____ Program Area Secretarial, Word Processing, and Administrative Support Occupations

Course Title Secretarial Administration I

TASK NO.	TASK/COMPETENCY	PERFORMANCE					KNOWLEDGE					DATE
		4	3	2	1	0	a	b	c	d	e	
8.1	Take shorthand from dictation											
8.2	Transcribe shorthand dictation											
9.1	Type business letter											
5.3	Clean and maintain typewriter											
9.2	Type addresses on envelopes											
1.1	Operate calculating machines											
5.1	Perform routine maintenance on calculating equipment											
2.3	Place telephone calls											
2.1	Perform receptionist activities											
2.4	Receive incoming calls											
2.5	Handle special telephone services											
9.5	Type memoranda											
3.1	Perform banking activities											
6.1	File documents alphabetically											
6.2	File documents geographically											
6.3	File documents numerically											
6.4	File documents by subject											
6.5	Prepare cross-reference											
6.6	Retrieve documents from file											
7.1	Select appropriate reprographic process											
7.2	Prepare stencils											
7.3	Operate stencil machine											

NOTE: Remaining competencies should be recorded on subsequent pages.

EXAMPLE (Continued)

PROFILE A

Name _____ Program Area Secretarial, Word Processing, and Administrative Support Occupations

Course Title Secretarial Administration I

NO.	EDUCATION/TECHNICAL KNOWLEDGE/ JOB PHYSICAL PROFILE Examples: 1. Uses instructions furnished in written or oral form 2. Able to use fingers, hands, arms to reach, handle,	PERFORMANCE					KNOWLEDGE				
		4	3	2	1	0	a	b	c	d	e
1	Operates calculating machines										
2	Performs receptionist activities										
3	Maintains financial records										
4	Processes mail										
5	Performs required maintenance on office equipment										
6	Manages records										
7	Operates reprographic equipment										
8	Takes and transcribes shorthand										
9	Types business correspondence/reports										

NO.	WORK HABITS AND ETHICS Examples: 1. Accepts constructive criticism 2. Demonstrates correct safety practices	WORK HABITS AND ETHICS				
		A	B	C	D	E
1	Exhibits positive self image					
2	Exhibits traits of responsibility					
3	Exhibits good grooming habits					
4	Demonstrates respect and cooperation toward others					
5	Demonstrates oral and written communication skills					
6	Demonstrates leadership abilities					
7	Demonstrates organizational skills					

SAMPLE

PROFILE A

VOCATIONAL EDUCATION
COMPETENCY RECORD

Name of Student _____

School _____

Program Area: _____

Course Title: _____

CIP Code _____

VA Course No. _____

CERTIFICATION OF COMPETENCY

I hereby certify that the student named above has achieved the level of proficiency at the time of testing shown for each of the competencies on the attached list and has completed _____ hours of instruction with an attendance rate of _____ percent.

_____
Instructor's Signature

_____
Date

ADDITIONAL COMMENTS:

_____

_____

_____

_____

_____

_____
Student's Signature

_____
Date

SAMPLE (Continued)

PROFILE A

INTERPRETATION OF SYMBOLS AND STUDENT SCORES

PERFORMANCE LEVEL

Proficiency 4:	HIGHLY PROFICIENT: The student can complete task quickly and accurately, can direct others in how to do the task, and needs normal supervision (94%-100%).
Proficiency 3:	COMPETENT: The student can do all parts of task, meets minimum local demands for speed and accuracy, and needs job entry supervision (87%-93%).
Proficiency 2:	PARTIALLY PROFICIENT: The student can do most parts of task, needs help only on hardest parts, may not meet local demands for speed and accuracy, and needs close supervision (79%-86%).
Proficiency 1:	EXTREMELY LIMITED: The student can do simple part of task, needs to be told/shown how to do most of the task, and needs extremely close supervision (70%-78%).
Proficiency O:	The student's degree of skill is below minimally acceptable performance level (69% or below).

KNOWLEDGE LEVEL

Knowledge Level A:	OPERATING PROFICIENCY: The student can identify, measure, and use troubleshooting techniques to resolve task-related problems and can evaluate conditions and make proper decisions (94%-100%).
Knowledge Level B:	TECHNIQUES AND PRINCIPLES: The student can explain how and when task must be done and why each step is needed, can interpret written and oral instructions, and can analyze facts/principles (87%-93%).
Knowledge Level C:	PROCEDURES: The student can name most steps in task, needs help interpreting written instructions, and can explain basic facts and state general principles (79%-86%).
Knowledge Level D:	NOMENCLATURE: The student can identify parts and tools, and understand simple facts about task, and can identify related basic facts and terms (70%-78%).
Knowledge Level E:	The student's knowledge is below minimally acceptable standard (69% or below).

WORK HABITS AND ETHICS

Level A:	HIGHLY ACCEPTABLE: This is an area in which extraordinary strength is shown.
Level B:	VERY ACCEPTABLE: This is an area in which more than average strength is shown.
Level C:	ACCEPTABLE: This is an area in which average strength is shown.
Level D:	PARTIALLY ACCEPTABLE: This is an area in which some improvement is needed.
Level E:	NOT ACCEPTABLE: This is an area needing considerable improvement.

SAMPLE (Continued)

PROFILE A

Page ____ of ____

Name _____ Program Area _____

Course Title _____

TASK NO.	TASK/COMPETENCY	PERFORMANCE					KNOWLEDGE					DATE
		4	3	2	1	0	a	b	c	d	e	

SAMPLE (Continued)

PROFILE A

Page _____ of _____

Name _____ Program Area _____

Course Title _____

NO.	EDUCATION/TECHNICAL KNOWLEDGE/ JOB PHYSICAL PROFILE Examples: 1. Uses instructions furnished in written or oral form 2. Able to use fingers, hands, arms to reach, handle,	PERFORMANCE					KNOWLEDGE				
		4	3	2	1	0	a	b	c	d	e

NO.	WORK HABITS AND ETHICS Examples: 1. Accepts constructive criticism 2. Demonstrates correct safety practices	WORK HABITS AND ETHICS				
		A	B	C	D	E

EXAMPLE

PROFILE B
EMPLOYABILITY PROFILE

NAME _____ SCHOOL _____ GRADE _____

COURSE Secretarial Administration DATE OF COMPLETION _____

Rating Scale

4--Consistently performs the skill at job-level competence
3--Has performed the skill more than once at job-level competence
2--Has performed the skill at job-level competence
1--Has attempted but not completed skill at job-level competence
0--Has failed to complete the skill at job-level competence after receiving instructions and many attempts

---

CALCULATING MACHINES
___Compute and verify amounts and totals

COMMUNICATIONS
___Answer and route phone calls
___Place local and long distance calls
___Compose, type routine correspondence
___Greet and direct visitors

FINANCIAL RECORDS
___Prepare check records
___Prepare requisitions
___Prepare invoices
___Prepare payroll records and reports
___Prepare petty cash records

MAIL PROCESSING
___Process incoming mail
___Process outgoing mail

MAINTENANCE/CARE OF OFFICE EQUIPMENT
___Maintain office equipment

RECORDS MANAGEMENT
___File data alphabetically, geographically, numerically, by subject
___Retrieve data from files
___Know variety of filing equipment such as film, microform

REPROGRAPHICS
___Prepare mimeographed copies
___Prepare photocopies
___Prepare offset copies
___Prepare camera-ready copies

SHORTHAND/TRANSCRIPTION
___Take dictation at ___ wpm
___Prepare typewritten transcript

TYPEWRITING
___Type straight copy at ___ wpm
___Type business letters
___Type memoranda
___Type addresses
___Type pre-printed forms
___Type tabulations
___Type manuscripts
___Type labels
___Type index cards

INFORMATION PROCESSING
___Key data on disk, punched card
___Transcribe correspondence from recorded media
___Operate text-editing equipment

PERSONAL EMPLOYABILITY SKILLS
___Demonstrate occupational and human relations skills
___Perform job-search activities
___Perform tasks required of part-time office employee (COE)

INSTRUCTOR'S COMMENTS AND SIGNATURE: _____

_____

_____

SAMPLE

PROFILE B
EMPLOYABILITY PROFILE

NAME _____ SCHOOL _____

COURSE _____ DATE OF COMPLETION _____

Rating Scale

4--Consistently performs the skill at job-level competence
3--Has performed the skill more than once at job-level competence
2--Has performed the skill at job-level competence
1--Has a-tempted but not completed skill at job-level competence
0--Has failed to complete the skill at job-level competence after receiving instructions and many attempts

---

INSTRUCTOR'S COMMENTS AND SIGNATURE: _____

_____

_____

EXAMPLE

PROFILE C
STUDENT VOCATIONAL SKILLS RECORD

COURSE Secretarial Administration I

NAME _____ DATE _____

INSTRUCTOR _____ SCHOOL _____

RATING: Circle the appropriate letter.

U--Unqualified
L--Limited skill; requires supervision
M--Moderate skill; requires minimum supervision
S--Skilled; works independently

RATING		COMPETENCIES
U L M S	CALCULATING MACHINES:	1. Compute and verify amounts and totals
U L M S	COMMUNICATIONS:	2. Answer and route phone calls
U L M S		3. Place local and long distance calls
U L M S		4. Compose, type routine correspondence
U L M S		5. Greet and direct visitors
U L M S	FINANCIAL RECORDS:	6. Prepare check records
U L M S		7. Prepare requisitions
U L M S		8. Prepare invoices
U L M S		9. Prepare payroll records, reports
U L M S		10. Prepare petty cash records
U L M S	MAIL PROCESSING:	11. Process incoming mail
U L M S		12. Process outgoing mail
U L M S		
U L M S		
U L M S		
U L M S		
U L M S		

SAMPLE

PROFILE C
STUDENT VOCATIONAL SKILLS RECORD

COURSE _____

NAME _____ DATE _____

INSTRUCTOR _____ SCHOOL _____

RATING: Circle the appropriate letter.

U--Unqualified
L--Limited skill; requires supervision
M--Moderate skill; requires minimum supervision
S--Skilled; works independently

RATING	COMPETENCIES
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____
U L M S	_____

COMPETENCY RECORD

NAME OF STUDENT _____ S.S. # _____

COURSE/PROGRAM Secretarial Administration I

This record shows the competencies demonstrated by the person above on the data specified in the designated instructional area. This document will become a part of the student's cumulative record and will be available to subsequent training institutions or prospective employers. The student will be provided a copy of this competency record upon termination of his/her training.

RATING SCALE

1. Performs task/competency above job-entry level
2. Performs task/competency at job-entry level
3. Task/competency accomplished by challenge test

Blank - Has not demonstrated mastery of this task/competency

SCHOOL(S) ATTENDED	PHONE #	DATES ATTENDED (FROM - TO)	INSTRUCTOR'S NAME(S)	STATUS OF PROGRAM COMPLETION

I CERTIFY THAT THIS RECORD OF COMPETENCIES IS A CORRECT AND ACCURATE DOCUMENT.

_____ Instructor's Signature and date

_____ Student's signature and date

(1)

EXAMPLE PROFILE D

Student's Name _____ Course _____ School _____

COMPETENCY RECORD Directions: Date, initial, and rate competency/task achievement in the appropriate columns. Intermediate competency/task achievements should be recorded in pencil with final achievements dated and initialed in ink.	SECONDARY			POST-SECONDARY			COMPETENCY RECORD Directions: Date, initial, and rate competency/task achievement in the appropriate columns. Intermediate competency/task achievements should be recorded in pencil with final achievements dated and initialed in ink.	SECONDARY			POST-SECONDARY		
	INSTRUCTOR	RATING	DATE	INSTRUCTOR	RATING	DATE		INSTRUCTOR	RATING	DATE	INSTRUCTOR	RATING	DATE
Compute & verify amounts, totals							Take dictation at wpm						
Answer & route phone calls							Prepare typewritten transcripts						
Place local/long-distance calls							Type straight copy at wpm						
Compose & type routine corresp.							Type business letters						
Greet & direct visitors							Type memoranda						
Prepare check records							Type addresses						
Prepare requisitions							Type pre-printed forms						
Prepare invoices							Type tabulations						
Prepare payroll records & reports							Type manuscripts						
Prepare petty cash records							Type labels						
Process incoming mail							Type index cards						
Process outgoing mail							Key data on disk or punched card						
Maintain office equipment							Transcribe correspondence from recorded media						
File data: alphabetically							Operate text-editing equipment						
geographically							Demonstrate occupational and human relations skills						
numerically							Perform job-search activities						
by subject							Perform tasks required of part-time office employee (COE)						
on microform													
Retrieve data from files													
Prepare mimeographed copies													
Prepare photocopies													
Prepare offset copies													
Prepare camera-ready copies													

(2)

COMPETENCY RECORD

NAME OF STUDENT _____ S.S. # _____

COURSE/PROGRAM _____

This record shows the competencies demonstrated by the person above on the data specified in the designated instructional area. This document will become a part of the student's cumulative record and will be available to subsequent training institutions or prospective employers. The student will be provided a copy of this competency record upon termination of his/her training.

RATING SCALE

1. Performs task/competency above job-entry level
2. Performs task/competency at job-entry level
3. Task/competency accomplished by challenge test

Blank - Has not demonstrated mastery of this task/competency

SCHOOL(S) ATTENDED	PHONE #	DATES ATTENDED (FROM - TO)	INSTRUCTOR'S NAME(S)	STATUS OF PROGRAM COMPLETION

I CERTIFY THAT THIS RECORD OF COMPETENCIES IS A CORRECT AND ACCURATE DOCUMENT.

_____ Instructor's Signature and date

_____ Student's signature and date

(1)

SAMPLE

PROFILE D

Student's Name _____ Course _____ School _____

COMPETENCY RECORD	SECONDARY			POST-SECONDARY			COMPETENCY RECORD	SECONDARY			POST-SECONDARY		
Directions: Date, initial, and rate competency/task achievement in the appropriate columns. Intermediate competency/task achievements should be recorded in pencil with final achievements dated and initialed in ink.	INSTRUCTOR	RATING	DATE	INSTRUCTOR	RATING	DATE	Directions: Date, initial, and rate competency/task achievement in the appropriate columns. Intermediate competency/task achievements should be recorded in pencil with final achievements dated and initialed in ink.	INSTRUCTOR	RATING	DATE	INSTRUCTOR	RATING	DATE

(2)

SAMPLE
PROFILE D

128

121

120

EXAMPLE

PROFILE E
CHECKLIST OF PROGRAM COMPETENCIES

(See reverse side for ratings)

COURSE _____

SCHOOL _____

GRADING PERIOD _____

TEACHER _____

Name	Operate calculating equipment by touch	Compute/verify amounts and totals	Answer/route routine telephone calls	Place local and long-distance calls	Greet and direct visitors	Compose/type business correspondence	Handle routine banking transactions	Compute/total invoices	Compute discounts, taxes, net amounts	Identify data processing terms	Process payroll records	Process incoming mail	Process outgoing mail	Maintain office equipment
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														

PROFILE E (continued)

Ratings

BLANK -- EXTREMELY LIMITED: Can do simple parts of task. Needs to be told/shown how to do most of task. Needs extremely close supervision.

2 -- PARTIALLY PROFICIENT: Can do most parts of task. Needs help only on hardest parts. May not meet local demands for speed and accuracy. Needs close supervision.

3 -- COMPETENT: Can do all parts of task. Needs only spot check of completed work. Meets minimum local demands for speed and accuracy. Needs job-entry supervision.

4 -- HIGHLY PROFICIENT: Can complete task quickly and accurately. Can direct others in how to do the task. Needs normal supervision.

SAMPLE

PROFILE E
CHECKLIST OF PROGRAM COMPETENCIES

(See reverse side for ratings)

COURSE _____ SCHOOL _____ GRADING PERIOD _____ TEACHER _____ Name														
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														

PROFILE E (continued)

Ratings

BLANK -- EXTREMELY LIMITED: Can do simple parts of task. Needs to be told/shown how to do most of task. Needs extremely close supervision.

2 -- PARTIALLY PROFICIENT: Can do most parts of task. Needs help only on hardest parts. May not meet local demands for speed and accuracy. Needs close supervision.

3 -- COMPETENT: Can do all parts of task. Needs only spot check of completed work. Meets minimum local demands for speed and accuracy. Needs job-entry supervision.

4 -- HIGHLY PROFICIENT: Can complete task quickly and accurately. Can direct others in how to do the task. Needs normal supervision.

VOCATIONAL EDUCATION PROGRESS CHART

SCHOOL _____

COURSE _____

GRADING PERIOD _____

INSTRUCTOR _____

NO.	STUDENTS' NAMES	BEGINNING TYPEWRITING PROGRAM COMPETENCIES															
		STRAIGHT COPY WPM	TYPE LETTERS	TYPE TABLES	TYPE FORMS	TYPE ADDRESSES	TYPE MEMORANDA	TYPE MANUSCRIPT	TYPE OUTLINE	TYPE MAILING LABELS	TYPE INDEX CARDS	OFFICE HOUSEKEEPING	PERS. RELATIONS/ ATTITUDES	JOB SEARCH SKILLS		REMARKS
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19																

(1)

EXAMPLE
PROFILE F

133

PROFILE F (continued)

RATING SCALE

4 -- Consistently performs the skill at job-level competence

3 -- Has performed the skill more than once at job-level competence

2 -- Has performed the skill at job-level competence

1 -- Has attempted but not completed the skill at job-level competence

0 -- Has failed to complete the skill at job-level competence after receiving instruction and many attempts

VOCATIONAL EDUCATION PROGRESS CHART

SCHOOL _____

COURSE _____

GRADING PERIOD _____

INSTRUCTOR _____

NO.	STUDENTS' NAMES																REMARKS
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	

(1)

SAMPLE

PROFILE F

PROFILE F (continued)

RATING SCALE

4 -- Consistently performs the skill at job-level competence

3 -- Has performed the skill more than once at job-level competence

2 -- Has performed the skill at job-level competence

1 -- Has attempted but not completed the skill at job-level competence

0 -- Has failed to complete the skill at job-level competence after receiving instruction and many attempts

Document of Evidence

This is to certify that

_____

HAS COMPLETED SUCCESSFULLY THE OCCUPATIONAL PREPARATION PROGRAM INDICATED BY THE JOB-ENTRY SKILLS LISTED ON THE BACK OF THIS CERTIFICATE FOR THE POSITION OF

_____

_____	_____
Instructor	Administrator
_____	_____
School	Date

SAMPLE
PROFILE G

OCCUPATIONAL PREPARATION PROGRAM:

Typewriting and General Office Clerk Occupations

Typewriting

1. Maintain and care for typewriter
2. Type 30-35 wpm w/ 5 errors or less
3. Address envelopes
4. Type carbon copies
5. Correct errors
6. Produce mailable letters
7. Type from rough draft

Reprographics

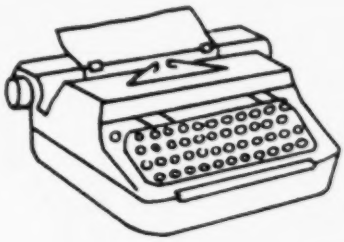
1. Maintain and care for machines
2. Practice safety in machine operation
3. Cut and run stencils and masters
4. Determine appropriate duplication method

Office Procedures

1. Process mail
2. Fold and insert letters into envelopes
3. Complete business reports and forms
4. Answer telephone
5. File data

Business Math and Financial Record

1. Compute addition, subtraction, multiplication, and division problems
2. Compute net pay
3. Write and deposit checks
4. Reconcile bank statements
5. Prepare petty cash records



CERTIFICATE OF PROFICIENCY

THIS IS TO CERTIFY THAT

_____

HAS ACHIEVED SKILLS IN

Typewriting and General Office Clerk Occupations

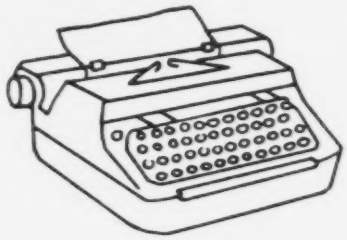
INDICATED ON THE TASK CHECKLIST BELOW AND IS RECOMMENDED FOR ENTRY INTO THE TRADE AT HIS/HER PROFICIENCY LEVEL.

DATE OF ISSUE	PRINCIPAL/VOCATIONAL DIRECTOR	INSTRUCTOR

SCHOOL	PHONE NUMBER

TO THE EMPLOYER: The trainee named above has demonstrated competence in the tasks checked:

TYPEWRITING	Maintain and care for typewriter	_____
	Type 30-35 wpm w/ 5 errors or less	_____
	Address envelopes	_____
	Type carbon copies	_____
	Correct errors	_____
	Produce mailable letters	_____
	Type from rough draft	_____
OFFICE PROCEDURES	Process mail	_____
	Fold and insert letters into envelopes	_____
	Complete business reports and forms	_____
	Answer telephone	_____
	File data	_____
REPROGRAPHICS	Maintain and care for machines	_____
	Practice safety in machine operation	_____
	Cut and run stencils and masters	_____
	Determine appropriate duplication method	_____
BUSINESS MATH AND FINANCIAL RECORDS	Compute addition, subtraction, multiplication, and division problems	_____
	Compute net pay	_____
	Write and deposit checks	_____
	Reconcile bank statements	_____
	Prepare petty cash records	_____



CERTIFICATE OF PROFICIENCY

THIS IS TO CERTIFY THAT

_____

HAS ACHIEVED SKILLS IN

_____

INDICATED ON THE TASK CHECKLIST BELOW
AND IS RECOMMENDED FOR ENTRY INTO
THE TRADE AT HIS/HER PROFICIENCY LEVEL.

DATE OF ISSUE	PRINCIPAL/VOCATIONAL DIRECTOR	INSTRUCTOR

SCHOOL	PHONE NUMBER

BIBLIOGRAPHY

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